

WGSD Curriculum
Business Department

Course: Accounting with Personal Finance

Grade Level: 10 -12

LG 1 Accounting Principles

High Priority Standards

National Standards for Business Education:

III. Financial Analysis

Achievement Standard: Assess the financial condition and operating results of a company and analyze and interpret financial statements and information to make informed business decisions.

IV. Accounting Applications

Achievement Standard: Identify and describe generally accepted accounting principles (GAAP), explain how the application of GAAP impacts the recording of financial transactions, and the preparation of financial statements.

Learning Goal	Proficiency Scale
<p>Students will understand financial accounting principles.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Explaining the purpose of accounting systems. • Assessing the importance of following the Generally Accepted Accounting Principles (GAAP). • Performing business transactions by applying accounting principles such as accounting equations, charts of accounts, double-entry systems, and debit/credit card rules. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: accounting, accounting systems, accounting records, double-entry accounting, credit, debit, proprietorship,

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	<p>partnership, corporation, accounting equation, assets, liability, owner's equity, GAAP, and chart of accounts.</p> <ul style="list-style-type: none">• Performing processes such as:<ul style="list-style-type: none">○ Identifying the purpose of accounting systems.○ Rewriting the accounting equations.○ Identifying the steps involved in basic accounting methods. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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Course: Accounting with Personal Finance
Grade Level: 10 -12
LG 2 Accounting Cycle

High Priority Standards

National Standards for Business Education:

V. Accounting Process

Achievement Standard: Complete the steps in the accounting cycle in order to prepare the financial statements.

Learning Goal	Proficiency Scale
<p>Students will understand the financial accounting cycle.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Assessing transactions using various journal and ledger formats. • Generating accounting documents such trial balance, worksheet, income statement, balance sheet, schedule of accounts payable, schedule of accounts receivable, post-closing trial balance, statement of owner’s equity and statement of distribution of net income/loss. • Assessing adjusting and closing entries. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: revenue, expense, sale on account, withdrawals, normal balance, chart of accounts, journal, ledger, source document, invoice, check, memorandum, account number, posting, proving cash and file maintenance. • Performing processes such as:

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	<ul style="list-style-type: none">○ Identifying different types of entries that are related to the accounting cycle. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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Course: Accounting with Personal Finance

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LG 3 Cash Control

High Priority Standards

National Standards for Business Education

V. Accounting Process

Achievement Standard: Complete the steps in the accounting cycle in order to prepare the financial statements.

Learning Goal	Proficiency Scale
Students will understand cash control procedures.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal. Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none">• Establishing and monitoring petty cash.• Generating financial documents such as checks, endorsements, and check registers.• Correcting errors in bank statements and journal entries. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: checking account, endorsement, blank endorsement, special endorsement, restrictive endorsement, postdated check, bank statement, dishonored check, electronic funds transfer, debit card, petty cash and petty cash slip.• Performing processes such as:<ul style="list-style-type: none">○ Identifying petty cash principles.○ Identifying parts of a check and bank statement.

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	Level 1: Student demonstrates a limited understanding or skill with the learning goal.
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Course: Accounting with Personal Finance

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LG 4 Payroll

High Priority Standards

National Standards for Business Education:

V. Accounting Process

Achievement Standard: Complete the steps in the accounting cycle in order to prepare the financial statements.

Learning Goal	Proficiency Scale
<p>Students will understand payroll procedures.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Processing payroll documents such as time cards, gross and net earnings, employee earning records and payroll taxes. • Generating payroll checks, payroll registers and federal, state, and local payroll reports. • Assessing transactions to post and journalize entries related to payroll. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: salary, payroll, pay period, total earnings, payroll taxes, withholding allowances, social security tax, Medicare tax, payroll register, net pay, employee earnings record, federal and state unemployment tax, W2's and W4's. • Performing processes such as: <ul style="list-style-type: none"> ○ Identifying payroll reports for federal, state, and local levels. ○ Detecting errors in payroll documents.

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	Level 1: Student demonstrates a limited understanding or skill with the learning goal.
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LG 5 Employability

High Priority Standards

National Standards for Business Education:

Achievement Standard: Understand the role that accountants play in business and society.

Achievement Standard: Describe career opportunities in the accounting profession and other career fields.

Achievement Standard: Demonstrate the skills and competencies required to be successful in the accounting profession and/or in other career fields.

Learning Goal	Proficiency Scale
<p>Students will understand the requirements for a career in a financial field.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Comparing similarities and differences in employment opportunities and job responsibilities. • Identifying certification requirements for accounting fields. • Applying interpersonal and time management skills to the workplace. • Applying effective written and verbal skills to the workplace. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: ethics, workplace, decision making process, problem solving, and not-for-profit. • Performing processes such as: <ul style="list-style-type: none"> ○ Identifying ethical versus unethical business decisions.

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	<ul style="list-style-type: none">○ Identifying the various fields in which accountants work. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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LG 6 Spending and Credit

High Priority Standards

National Standards for Business Education:

Achievement Standard: Compare and contrast different payment methods

Achievement Standard: Understand the sources of consumer credit for businesses and individuals.

Achievement Standard: Explain the purpose and components of credit records.

Achievement Standard: Demonstrate awareness of consumer protection and information

Learning Goal	Proficiency Scale
<p>Students will understand spending and credit choices available to them.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Comparing and contrasting sources of consumer credit such as credit cards, consumer loans, business loans, auto loans, and student loans. • Evaluating terms and conditions of credit cards, consumer loans, and student loans. • Explaining the importance of having good credit and a good credit record. • Analyzing the impact of identity theft, phishing and scams on individuals. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: consumer credit, spending, loans, identify theft, phishing, payment types. • Performing processes such as: <ul style="list-style-type: none"> ○ Identifying different sources of credit and the benefits/disadvantages of each.

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- Identifying different types of payment types such as cash, debit card, check, money order, cashier's check, wire transfers and credit cards.
- Planning to avoid identity theft.
- Describing rights and responsibilities of buyers and sellers.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

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LG 7 Saving and Investing

High Priority Standards	
<p>National Standards for Business Education: Personal Finance PF IV. 1, 2, 3, VII. 3 , 4, IT VIII. 1, 2, 3 VII. 2, MGT. X, A, 3 CP. VI. H. 4 Achievement Standard: Analyze investment sources, types and rates for both a consumer and business Achievement Standard: Demonstrate the steps to buy and sell investments Achievement Standard: Financial market regulations</p>	
Learning Goal	Proficiency Scale
<p>Students will understand how to create a financial plan for the future.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Evaluating consumer choices for saving and investing. • Demonstrating how to buy and sell investments using online resources. • Analyzing the factors affecting the rate of return on investments. • Evaluating sources of investment information. • Evaluating how agencies that regulate financial markets protect investors. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: Rule of 72, simple interest, compound interest, risk, return, liquidity, manageability, return rate. • Performing processes such as: <ul style="list-style-type: none"> ○ Identifying types of investments and investment sources.

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	<ul style="list-style-type: none">○ Explaining the relationship between saving and investing. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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Course: AP Microeconomics

Grade Level: 11-12

LG 1 Basic Concepts

High Priority Standards	
<p>NBEA Standards Economics II. Economic Systems Achievement Standard: Explain why societies develop economic systems, identify the basic features of different economic systems, and analyze the major features of the U.S. economic system.</p>	
Learning Goal	Proficiency Scale
<p>Students will understand fundamental economic concepts.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Explaining the concepts of opportunity costs and trade-offs using the production possibilities curve or other analytical examples. • Determining the basis under which mutually advantageous trade can take place between countries. • Explaining why and how specialization and exchange increase total output of goods and services. • Applying knowledge of economic systems to analyze the United States economy and the events and items that influence it. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: opportunity cost, economic models, circular-flow, production possibilities, microeconomics, macroeconomics, positive and normative statements, factors of production (labor, land, capital, entrepreneurship), human capital, capitalist, socialist, sustenance, comparative

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advantage, labor specialization markets, quantity demanded, law of demand, demand schedules, demand curve, quantity supplied, law of supply, supply schedules, supply curve, equilibrium, surplus, shortage, market demand.

- Performing processes such as:
 - Identifying the basic concepts that guide decision makers in an economy.
 - Identifying comparative advantage from differences in opportunity costs.
 - Identifying the differences between micro and macroeconomic topics of study.
 - Describing how environmental, cultural, and world event factors affect economies function.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Learning Targets

Students know how to:

- Draw conclusions between the concepts of scarcity and opportunity costs.
- Reflect on the uses and applications of the circular flow model of economics.
- Interpret the conclusions of the production possibilities frontier for an economy.
- Justify the economic rationale for the vicious cycle of poverty.
- Critique the relationship between slope and production possibilities.
- Generate statements surrounding the four factors of production.
- Develop arguments for war, trade, national security good production, and innovation as related to the production possibilities frontier.
- Generate examples that illustrate the law of demand and the law of supply.
- Interpret demand and supply schedules and their corresponding graphs.
- Differentiate between a change in quantity demanded/supplied and a shift in demand/supply.
- Evaluate and create situations to determine the factors that shift a demand curve or a supply curve
- Describe the parts of the circular flow model and the production possibilities model.
- Write a positive and normative economic statement.

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- Diagram the various factors of production in an economy.
- Describe the effects of war on economies.
- Calculate comparative advantages.
- Show the ability to graph a demand and supply schedule.
- Explain calculations of surpluses and shortages.
- Depict equilibrium price and quantity.
- Explain calculations of price elasticity of demand and supply.

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Course: AP Microeconomics

Grade Level: 11-12

LG 2 Process and Theories

High Priority Standards	
<p>NBEA Standards Economics II. Economic Systems Achievement Standard: Explain why societies develop economic systems, identify the basic features of different economic systems, and analyze the major features of the U.S. economic system.</p>	
Learning Goal	Proficiency Scale
<p>Students will understand microeconomic theories and concepts.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Applying the concepts of elasticity such as calculating price, cross-price, demand and supply. • Explaining the theories that guide microeconomics, such as consumer choice, production theory, market theory, and game theory. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: normal good, inferior good, substitute and complementary goods, elasticity, total revenue, income elasticity, cross-price elasticity, utility/utilities, marginal utility, MU/P, rational consumer, consumer surplus, producer surplus, price ceilings, price floors, surplus, shortage, sole proprietorship, partnership, corporation, limited/unlimited liability. • Performing processes such as:

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- Determining the result of interventions in markets.
- Demonstrating an understanding of limited vs. unlimited liability.
- Identifying concerns with interventions in free markets.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Learning Targets

Students know how to:

- Diagnose products based upon their price elasticity of demand and supply measures.
- Interpret elasticity calculation results both in the long-run and the short-run.
- Connect the relationship between price elasticity and total revenue.
- Differentiate elasticity conclusions based upon slope and graphs.
- Reflect on the differences between income-elasticity and cross-price elasticity.
- Debate the truth behind the theory of diminishing marginal utility.
- Diagnose paradoxical relationships between utility and varying economic situations.
- Dissect rational consumer behaviors related to marginal utility to price ratios differentiating between price ceilings and price floors.
- Dissect the arguments behind the formation and implementation of various business entities.
- Differentiate between limited and unlimited liability.
- Understand elasticity numerical results.
- Locate the law of diminishing marginal utility graphically and hypothetically.
- Calculate μ/p ratio and predicting/analyzing consumer behaviors.
- Explain consumer and producer surplus.
- Produce graphs and labeling price floors and ceilings.

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Course: AP Microeconomics

Grade Level: 11-12

LG 3 Product Markets

High Priority Standards	
<p>NBEA Standards Economics IV. Markets and Prices Achievement Standard: Analyze the role of markets and prices in the U.S. economy. V. Market Structures Achievement Standard: Analyze the different types of market structures and the effect they have on the price and the quality of the goods and services produced.</p>	
Learning Goal	Proficiency Scale
<p>Students will understand product markets.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Explaining both the demand and supply sides of product markets and how they interact. • Demonstrating and understanding of production and cost analysis by applying formulas such as the $MR=MC$ rule, price elasticity, and the law of diminishing returns. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: fixed costs, variable costs, diminishing returns, average costs, marginal cost, economies of scale, constant

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	<p>returns to scale, diseconomies of scale, long-run, short-run, rightsizing, downsizing, outsourcing, profit-maximization, MR=MC rule, marginal revenue, loss minimization, economic externalities, free rider, third party, property rights, market failure, obligatory controls, public good, asymmetric information, moral hazard, private vs. social cost.</p> <ul style="list-style-type: none"> • Performing processes such as: <ul style="list-style-type: none"> ○ Identifying concepts that affect product markets, both positively and negatively, such as moral hazard, price ceilings, and outsourcing. ○ Recognizing the various solutions the government has for firms involved in market failure. ○ Identifying when firms are in a state of economy, diseconomy, or constant returns to scale. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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Learning Targets

Students know how to:

- Generate analytical statements based upon calculations of fixed, variable, and average cost structures of firms.
- Hypothesize when and if the law of diminishing returns sets in for a firm.
- Debate production decisions for firms based upon their cost structures and whether they operate as an economy of scale, a diseconomy of scale, or at constant returns to scale.
- Interpret the implications of outsourcing, rightsizing, downsizing, in both the long-run and short-run economic situations for a firm.
- Investigate the relationship between marginal revenue and marginal cost for firms.
- Develop a strategy for a firm to maximize profit and minimize loss to avoid economic shutdown.
- Simulate economic externalities of firms and market failure scenarios.
- Diagnose firms that have high social cost and contrasting them with firms not in danger of market failure.
- Generate scenarios where moral hazard occurs.
- Critique government solutions for handling market failure.

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- Calculate fixed and variable costs.
- Graph fixed and variable costs.
- Calculate average fixed and average variable costs.
- Graph average fixed and average variable costs.
- Describe when a firm should increase, maintain, or decrease production and output.
- Demonstrate an understanding of when a firm should outsource labor or resources.
- Calculate total and marginal revenue.
- Describe situations when profit maximization or loss minimization need to be employed.
- Label positive and negative externalities.
- Examine firms in market failure.
- Identify asymmetric information and deciding when moral hazard may occur.

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Course: AP Microeconomics

Grade Level: 11-12

LG 4 Market Structures

High Priority Standards	
<p>NBEA Standards Economics IV. Markets and Prices Achievement Standard: Analyze the role of markets and prices in the U.S. economy. V. Market Structures Achievement Standard: Analyze the different types of market structures and the effect they have on the price and the quality of the goods and services produced.</p>	
Learning Goal	Proficiency Scale
<p>Students will understand market structures within the product markets.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Generating price strategies for firms based upon an understanding of their market structure. • Explaining concentration ratios and the HHI index for various market structures. • Comparing and describing various market structures of firms such as firm entry, product differentiation, price control, market power, and number of competitors. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: relevant market, cross-elasticity, market structure, monopoly, oligopoly, monopolistic competition, perfect competition, market share, market position, product differentiation, innovators, imitators, patents, concentration ratio, market power, horizontal merger, vertical

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	<p>merger, conglomerate merger, joint venture, cartel, game theory of pricing, price makers/takers, brand multiplication, brand loyalty, antitrust.</p> <ul style="list-style-type: none">• Performing processes such as:<ul style="list-style-type: none">○ Describing the four main types of market structures.○ Identifying the three types of mergers.○ Describing the various methods the government has to handle monopoly situations. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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Learning Targets

Students know how to:

- Research a specific firm and hypothesizing its market structure.
- Investigate the various factors that influence a firm's market structure.
- Diagnose markets' pricing options and strategies based upon their market structure.
- Hypothesize whether or not perfect competition exists in natural markets.
- Invent hypothetical situations where various categories of mergers could/would occur.
- Compare and contrast cartels and game theories of pricing.
- Develop rationales for nationalizing, ignoring, encouraging, splitting up, and prohibiting monopolies.
- Calculate cross-elasticity measures.
- Understand how to read cross-elasticity results and interpreting whether or not a firms share a relevant market.
- Categorize different firms into different market structures.
- Calculate concentration ratios in oligopolistic markets.
- Demonstrate an understanding of cartels and price limitations for firms.
- Understand branding and advertising concerns for oligopolistic markets.

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Course: AP Microeconomics

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LG 5 Factor Markets

High Priority Standards

NBEA Standards

Economics

IV. Markets and Prices

Achievement Standard: Analyze the role of markets and prices in the U.S. economy.

VI. Productivity

Achievement Standard: Explain the importance of productivity and analyze how specialization, division of labor, investment in physical and human capital, and technological change affect productivity and global trade.

V. Market Structures

Achievement Standard: Analyze the different types of market structures and the effect they have on the price and the quality of the goods and services produced.

Learning Goal	Proficiency Scale
<p>Students will understand factor markets.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Applying the concepts of supply and demand to markets for factors such as labor, capital, and land. • Explaining how a factor’s marginal product and the marginal revenue product affect the demand for the factor. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: revenue, marginal labor

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	<p>cost, marginal revenue product, wage rate, backward-bending supply curve, minimum wage, efficiency wages, monopsony, union, closed shop, union shop, craft union, industrial union, loanable funds market, capital equipment, interest rate, present value, rent, profit, Lorenz curve, Gini coefficient, wealth, life-cycle wealth, median income, poverty threshold., negative income tax.</p> <ul style="list-style-type: none"> • Performing processes such as: <ul style="list-style-type: none"> ○ Identifying the role of factor prices in the allocation of scarce resources. ○ Identifying the sources of income inequality in a market economy. ○ Describing the factors that shift the demand and supply curves for labor. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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Learning Targets

Students know how to:

- Compare and contrast output curves and marginal product curves for various firms.
- Develop strategies for firms with situations of diminishing returns.
- Draw conclusions from revenue, marginal revenue product, and wage rate calculations.
- Experiment with firm decisions surrounding wage rate changes and marginal physical product.
- Deduce factors that shift supply and demand curves for the labor markets.
- Identify concerns with wage rate differentials in economies.
- Construct arguments for and against minimum wage legislation and efficiency wages.
- Devise situations where a monopsony would arise.
- Draw economic conclusions from return to monopsony power calculations.
- Research the economic benefit and history of unions.
- Construct arguments for why firms need utilize the loanable funds market.
- Debate the ethics behind interest rate profiting by firms in an economy.
- Classify various types of rent.
- Investigate the best ways to profit in an economy.

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- Rank economic standing based upon Lorenz curves.
- Investigate Gini-coefficients for economies and comparing their implications.
- Dissect arguments for and against wealth distribution equality for economies.
- Research poverty thresholds and developing a position for possible economic solutions.
- Calculate output and marginal physical product.
- Recognize marginal physical product and output curves graphically.
- Paraphrase the law of diminishing returns.
- Demonstrate an understanding of how wage rates are determined and recognizing when to stop hiring laborers and making output.
- Reproduce a backward-bending supply curve graphically.
- Explain wage rate differentials.
- Explain the role of loanable funds to the economy as a whole and the firm.
- Calculate the interest rate on loanable funds.
- Describe the present value.
- Understand various types of rent.
- Graph and explaining a Lorenz curve.
- Interpret Gini-coefficients.
- Observe wealth distribution inequality globally and nationally.
- Recognize negative income tax and other corrective income policies.

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Course: AP Microeconomics

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LG 6 World Economy

High Priority Standards	
<p>NBEA Standards Economics IV. Markets and Prices Achievement Standard: Analyze the role of markets and prices in the U.S. economy.</p>	
Learning Goal	Proficiency Scale
<p>Students will be able to determine how changes in the market and policy affect foreign exchange markets.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Explaining how market forces and public policy affect currency demand and currency supply in the foreign exchange markets. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> ○ Recognizing and recalling specific vocabulary, such as: free trade, international specialization, absolute advantage, comparative advantage, imports, exports, tariff, quota, GATT, NAFTA, EEC, WTO, EU, forex market, exchange rate, floating exchange rate, appreciation, depreciation,

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arbitrage, fixed exchange rate, devaluation, international monetary fund, balance of trade, debt, less developed countries, infrastructure, big push, forward and backward linkages

- Performing processes such as:
Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Learning Targets

Students know how to:

- Decipher various trade options for economies based upon calculations of economic advantages and export/import data.
- Hypothesize various trade scenarios based upon various policies/arguments for or against trading with other economies.
- Compare and contrasting the effects of initiating trade tariff and trade quotas.
- Critique the purpose and value of different trade organizations.
- Judge the value of manipulating foreign exchange markets.
- Justify the process of arbitrage and the ethics of currency trading.
- Determine solutions for national deficits.
- Investigate economic statistics such as birth and death rate to defend less-developed country status.
- Develop plans of action for less-developed countries based upon the factors and economic “traps” that occur.
- Justify the argument for a “big push” from the government/global decision-makers.
- Gather information about intra/inter-state trade.
- Define free trade.
- Calculate absolute and comparative advantages.
- Identify a nation’s imports and exports in terms of trade and advantage.
- Summarize the arguments for and against international trade.
- Clarify the need for tariffs and quotas, along with various trade organizations.
- Summarize the purpose and function of the forex market.
- Calculate exchange rates for various currencies.
- Describing the factors that shift supply and demand curves relating to foreign exchange markets.

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- Understand the value of money.
- Describe the difference between floating and fixed exchange rates.
- Identify how national deficits arise.
- Recognize less-developed countries on a global map.
- Calculate birth and date rates.
- Understand the role of government and global entities in managing less-developed countries.

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Course: AP Macroeconomics

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LG 1 Basic Concepts

High Priority Standards	
<p>NBEA Standards Economics II. Economic Systems Achievement Standard: Explain why societies develop economic systems, identify the basic features of different economic systems, and analyze the major features of the U.S. economic system.</p>	
Learning Goal	Proficiency Scale
<p>Students will understand fundamental economic concepts.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Explaining the distinction between absolute and comparative costs, and absolute and comparative advantage. • Applying the principle of comparative advantage to determine the basis on which mutually advantageous trade can take place between individuals and/or countries. • Explaining the conflict between limited resources and unlimited wants. • Interpreting the business cycle by explaining the dynamics of unemployment, inflation, and economic growth. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: efficiency, equality, opportunity cost, rational consumers, marginal changes, incentives, inflation, unemployment, economic models, circular-flow, production possibilities,

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	<p>microeconomics, macroeconomics, positive and normative statements, labor specialization, absolute and comparative advantage, imports and exports.</p> <ul style="list-style-type: none">• Performing processes such as:<ul style="list-style-type: none">○ Identifying how different types of economies determine which goods and services to produce, how to produce them, and to whom to distribute them.○ Identifying comparative advantage from differences in opportunity cost.○ Identifying the principles of supply and demand. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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Learning Targets

Students know how to:

- Write a positive and normative economic statement.
- Calculate absolute and comparative advantages.
- Describe how consumers, businesses, and government decision-makers face scarcity of resources and must make trade-offs and incur opportunity costs.
- Illustrate the concepts of opportunity costs and trade-offs using an analytical example, such as a production possibilities curve.
- Compare and making correlations between the 10 principles of economics.
- Draw conclusions between the concepts of scarcity and opportunity costs.
- Reflect on the uses and applications of the circular flow model of economics.
- Interpret the conclusions of the production possibilities frontier for an economy.
- Critique the relationship between slope and production possibilities.
- Compare and contrast the value of international trade with respect to production possibilities for an economy.
- Judge the value of labor specialization to economic production.
- Draw conclusions from calculations of absolute and comparative advantages.

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Course: AP Macroeconomics
Grade Level: 11-12
LG 2 Economic Performance

High Priority Standards

NBEA Standards

Economics

IV. Markets and Prices

Achievement Standard: Analyze the role of markets and prices in the U.S. economy.

V. Market Structures

Achievement Standard: Analyze the different types of market structures and the effect they have on the price and the quality of the goods and services produced.

Learning Goal	Proficiency Scale
Students will understand how the economy functions.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal. Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none">• Explaining aggregate supply and demand and how they determine the equilibrium of national output and general price levels.• Explaining consumption, investment, government spending and net exports as components of aggregate demand.• Determining aggregate supply by examining the shape of the supply curve both in the short and long run.• Explaining the effects of public policy on the economy.

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Level 2: Student demonstrates he/she is nearing proficiency by:

- Recognizing and recalling specific vocabulary, such as: markets quantity demanded, law of demand, demand schedules, demand curve, quantity supplied, law of supply, supply schedules, supply curve, equilibrium, surplus, shortage, normal good, inferior good, substitute and complementary goods, market demand, elasticity, total revenue, income elasticity, cross-price elasticity, price ceilings, price floors.
- Performing processes such as:
 - Discussing the nature of aggregate demand and aggregate supply.
 - Identifying factors that affect supply and demand.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Learning Targets

Students know how to:

- Generate examples that illustrate the law of demand and the law of supply.
- Interpret demand and supply schedules and their corresponding graphs.
- Differentiate between a change in quantity demanded/supplied and a shift in demand/supply
- Evaluate and create situations to determine the factors that shift a demand curve or a supply curve.
- Detect equilibrium price and quantity and making inferences from various market outcomes.
- Judge when surpluses and shortages occur and evaluating their implications.
- Diagnose products based upon their price elasticity of demand and supply measures.
- Interpret elasticity calculation results both in the long-run and the short-run.
- Connect the relationship between price elasticity and total revenue.
- Differentiate elasticity conclusions based upon slope and graphs.
- Reflect on the differences between income-elasticity and cross-price elasticity.
- Differentiate between price ceilings and price floors.
- Identify concerns with interventions in free markets.

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- Generate tax incidence graphically.
- Interpret the impact of a tax buyers, sellers, and the overall market.
- Diagnose the relationship between elasticity and tax incidence.
- Graph a demand and supply schedule.
- Explain calculations of surpluses and shortages.
- Depict equilibrium price and quantity.
- Explain calculations of price elasticity of demand and supply.
- Understand elasticity numerical results.
- Graph and label price floors and ceilings.
- Illustrate tax incidence on a graph
- Identify pre/post prices and quantities after a tax is imposed upon a given market.

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Course: AP Macroeconomics
Grade Level: 11-12
LG 3 Monetary Supply

High Priority Standards

NBEA Standards

Economics

III. Economic Institutions and Incentives

Achievement Standard: Analyze the role of core economic institutions and incentives in the U.S. economy.

IV. Markets and Prices

Achievement Standard: Analyze the role of markets and prices in the U.S. economy.

V. Market Structures

Achievement Standard: Analyze the different types of market structures and the effect they have on the price and the quality of the goods and services produced.

Learning Goal	Proficiency Scale
<p>Students will understand market interactions and monetary supply and demand.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Examining how public policy can affect the economy’s output, price level, and level of employment. • Explaining the impacts of fiscal policy and monetary policy on the economies output and price level. • Determining how respond to government deficits and the burden of national debt. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: welfare economics, willingness to pay, consumer surplus, producer surplus, efficiency, equality, deadweight loss, the Laffer curve, supply-side economics, tax revenue, world price, tariff, exports, imports, domestic price/quantity, comparative advantage.

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- Performing processes such as:
 - Identifying the relationships between deficits, interest rates, and inflation.
 - Distinguishing between the short-run and long-run impacts of monetary and fiscal policies.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Learning Targets

Students know how to:

- Critique how the allocation of resources affects economic well-being.
- Interpret calculations of producer and consumer surpluses.
- Draw conclusions from the increases and decreases in total surplus.
- Develop arguments for various economic policies based upon the concept of total surplus maximization.
- Detect the causes and implications of deadweight loss in taxation.
- Generate deadweight loss values and interpreting market implications.
- Relate deadweight loss size and incidence to concepts such as elasticity and tax revenue.
- Judge whether or not policies and taxation can be justified through an analysis of the laffer curve, tax revenue, and deadweight loss.
- Make inferences about supply-side economics as a policy to reduce deadweight loss.
- Generate arguments for restricting and allowing international trade in a variety of economic settings.
- Draw conclusions for when it is advisable to import or export based upon domestic welfare arguments.
- Diagram and calculate changes in producer, consumer, and total surplus.
- Produce a graph that illustrates deadweight loss and tax revenue.
- Explain when to trade and when to not open international borders.
- Summarize the purpose and effects of a tariff.
- Diagram and calculate deadweight loss and surplus loss of a tariff.

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Course: AP Macroeconomics

Grade Level: 11-12

LG 4 Data

High Priority Standards

NBEA Standards

Economics

IX. Aggregate Supply and Aggregate Demand

Achievement Standard: Analyze how the U.S. economy functions as a whole and describe selected macroeconomic measures of economic activity.

Learning Goal	Proficiency Scale
Students will understand the key measures of economic performance.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal. Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none">• Differentiating between nominal and real measures of GDP.• Applying the GDP deflator and inflation calculations to make economic inferences.• Explaining the relationship between GDP and inflation.• Explaining the key measures of economic performance such as gross domestic product, unemployment, and inflation. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: microeconomics, macroeconomics, gross domestic product (GDP), final goods, intermediate goods, consumption, investment, government purchases, transfer payments, net exports, nominal vs. real GDP, GDP deflator, inflation, consumer price index (CPI).

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- Performing processes such as:
 - Defining the natural rate of unemployment and the factors that affect it.
Describing inflation and how it is measured.
 - Identifying how price indices are constructed.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Learning Targets

Students know how to:

- Detect changes and adjustments in GDP calculations and numerical values.
- Detect how policy changes will affect current GDP measures.
- Correlate GDP with various economic well-being factors in the short and long-run.
- Critique the value of GDP as an economic tool for data management.
- Investigate the various methods of determining CPI measures.
- Make correlations between CPI and economic utility.
- Judge the effectiveness of using CPI as an economic data tool.
- Describe the various components for measuring a nation's GDP.
- Understand the impact of GDP numbers/calculations.
- Show the differences between nominal and real GDP.
- Understand how to make calculations of CPI.
- Outline the benefits and limitations of CPI.

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Course: AP Macroeconomics
Grade Level: 9-12
LG 5 Successful Economies

High Priority Standards	
<p>NBEA Standards Economics</p> <p>VI. Productivity Achievement Standard: Explain the importance of productivity and analyze how specialization, division of labor, investment in physical and human capital, and technological change affect productivity and global trade.</p> <p>VIII. Global Economic Concepts Achievement Standard: Examine the role of trade, protectionism, and monetary markets in the global economy.</p> <p>IX. Aggregate Supply and Aggregate Demand Achievement Standard: Analyze how the U.S. economy functions as a whole and describe selected macroeconomic measures of economic activity.</p>	
Learning Goal	Proficiency Scale
<p>Students will understand how successful economies function in the long-run.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Explaining monetary policy with concepts such as the definition of money and the time value of money, measures of the money supply, fractional reserve banking and the Federal Reserve System. • Explaining how equilibrium in the money market determines the equilibrium nominal interest rate. • Establishing a link between changes in the real interest rate and changes in

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	<p>aggregate demand.</p> <ul style="list-style-type: none"> • Explaining how changes in aggregate demand affect real output and price level. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: productivity, physical capital per worker (K/L), human capital per worker (H/L), natural resources per worker (N/L), technological knowledge (TK), saving, investment, diminishing returns, catch-up effect, property rights, free trade, capital stock, outward/inward-oriented trade policies, financial markets, bonds, stocks, financial intermediaries, mutual funds, national saving, private saving, public saving, budget surplus/deficit, market for loanable funds, saving incentive, investment incentive, labor force, unemployment rate, labor-force participation rate, natural rate of employment, cyclical unemployment, discouraged workers, frictional vs. structural unemployment, unions, efficiency wages, liquidity, commodity money, fiat money, demand deposits, reserves, Federal Reserve, fractional-reserve banking, reserve ratio, money multiplier, open-market operations, reserve requirements • Performing processes such as: <ul style="list-style-type: none"> ○ Identifying the role of the Federal Reserve in the United States monetary system. ○ Describing the effects of trade restrictions. ○ Identify the basic determinants of productivity. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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Learning Targets

Students know how to:

- Generalize an economic outlook for a less developed country based upon determinants of productivity.
- Hypothesize methods for improving aspects of economic performance to enhance productivity for a nation.
- Judge the effectiveness of trade policies.

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- Critique the vicious cycle of poverty in the global scene.
- Diagnose benefits and limitations to the financial intermediaries and systems at play in the current economy.
- Interpret the results of national savings calculations and making inferences about economic status.
- Compare and contrast the supply and demand for the market for loanable funds.
- Develop arguments justifying an economic need for saving incentives, investment incentives, or budget surplus/deficit management policies.
- Judge the effectiveness of current United States loanable funds management.
- Connect current United States unemployment statistics with implications of unemployment data limitations.
- Justify policies that affect unemployment rates to varying degrees.
- Critique the concept of unions and the theory of introducing efficiency wages into an economy.
- Apply concepts learned into an unemployment plan for a nation, while demonstrating an understanding of the tradeoff between inflation and unemployment.
- Differentiate between Federal Reserve policies for money manipulation.
- Identify problems with the money multiplier effect and judging the effectiveness of fractional-reserve banking, especially in light of current events.
- Make a case for a specific monetary policy that the Federal Reserve could/should employ.
- Critique United States' policies for managing the money stock (M1 and M2).
- Paraphrase the 4 basic determinants of productivity.
- Understand the impact of the catch-up effect on less developed countries.
- Describe the 9 long-run determinants of productivity for an economy.
- Outline the various financial intermediaries and systems at play.
- Understand the national savings equation and manipulating the variables within it.
- Explain the differences between a budget surplus and deficit.
- Summarize the mechanics of supply and demand for loanable funds
- Diagram the differences between saving or investment incentive fiscal policies.
- Measure the labor force, the labor-force participation rate, and the unemployment rate.
- Outline the differences between frictional and structural unemployment.
- Describe the impact that unions and policy laws (such as minimum wage) affect the unemployment scenario in an economy.
- Describe the limitations of using unemployment to measure economic well-being.
- Explain the various functions and definitions of money.

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- Clarify the concepts of demand deposits and t-charts.
- Exhibit knowledge of how fractional-reserve banking contrasts with 100% reserve banking.
- Explain how to calculate reserve ratios and the money multiplier.

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Course: Automated Accounting

Grade Level: 10 -12

LG 1 Accounting Principles

High Priority Standards

National Standards for Business Education:

III. Financial Analysis

Achievement Standard: Assess the financial condition and operating results of a company and analyze and interpret financial statements and information to make informed business decisions.

IV. Accounting Applications

Achievement Standard: Identify and describe generally accepted accounting principles (GAAP), explain how the application of GAAP impacts the recording of financial transactions, and the preparation of financial statements.

Learning Goal	Proficiency Scale
<p>Students will understand financial accounting principles.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <ul style="list-style-type: none"> • Explaining the purpose of accounting systems. • Assessing the importance of following the Generally Accepted Accounting Principles (GAAP). • Performing business transactions by applying accounting principles such as accounting equations, charts of accounts, double-entry systems, and debit/credit card rules. • Transferring knowledge of accounting principles to a software-based environment. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: accounting, accounting systems, accounting records, double-entry accounting, credit, debit, proprietorship,

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	<p>partnership, corporation, accounting equation, assets, liability, owner's equity, GAAP, and chart of accounts.</p> <ul style="list-style-type: none">• Performing processes such as:<ul style="list-style-type: none">○ Identifying the purpose of accounting systems.○ Rewriting the accounting equations.○ Identifying the steps involved in basic accounting methods. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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Course: Automated Accounting

Grade Level: 10 -12

LG 2 Accounting Cycle

High Priority Standards

National Standards for Business Education:

V. Accounting Process

Achievement Standard: Complete the steps in the accounting cycle in order to prepare the financial statements.

Learning Goal	Proficiency Scale
<p>Students will understand the financial accounting cycle.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Assessing transactions using accounting software. • Generating digital accounting documents such trial balance, worksheet, income statement, balance sheet, schedule of accounts payable, schedule of accounts receivable, post-closing trial balance, statement of owner’s equity and statement of distribution of net income/loss. • Assessing adjusting and closing entries. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: revenue, expense, sale on account, withdrawals, normal balance, chart of accounts, journal, ledger, source document, invoice, check, memorandum, account number, posting, proving cash and file maintenance.

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	<ul style="list-style-type: none">• Performing processes such as:<ul style="list-style-type: none">○ Identifying different types of entries that are related to the accounting cycle. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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Course: Automated Accounting

Grade Level: 10 -12

LG 3 Cash Control

High Priority Standards

National Standards for Business Education

V. Accounting Process

Achievement Standard: Complete the steps in the accounting cycle in order to prepare the financial statements.

Learning Goal	Proficiency Scale
Students will understand cash control procedures.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal. Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none">• Establishing and monitoring petty cash.• Generating digital financial documents such as checks, endorsements, and check registers.• Correcting errors in automated bank statements and journal entries. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: checking account, endorsement, blank endorsement, special endorsement, restrictive endorsement, postdated check, bank statement, dishonored check, electronic funds transfer, debit card, petty cash and petty cash slip.• Performing processes such as:<ul style="list-style-type: none">○ Identifying petty cash principles.○ Identifying parts of a check and bank statement.

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	Level 1: Student demonstrates a limited understanding or skill with the learning goal.
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Course: Automated Accounting
Grade Level: 10 -12
LG 4 Payroll

High Priority Standards	
<p>National Standards for Business Education: V. Accounting Process Achievement Standard: Complete the steps in the accounting cycle in order to prepare the financial statements.</p>	
Learning Goal	Proficiency Scale
<p>Students will understand payroll procedures.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Processing automated payroll documents such as time cards, and using accounting software to determine gross and net earnings, employee earning records and payroll taxes. • Generating digital payroll checks, payroll registers and federal, state, and local payroll reports. • Assessing transactions to post and journalize entries related to payroll. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: salary, payroll, pay period, total earnings, payroll taxes, withholding allowances, social security tax, Medicare tax, payroll register, net pay, employee earnings record, federal and state unemployment tax, W2's and W4's.

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	<ul style="list-style-type: none">• Performing processes such as:<ul style="list-style-type: none">○ Identifying payroll reports for federal, state, and local levels.○ Detecting errors in payroll documents. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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Course: Business Law

Grade Level: 9-12

LG 1 Foundations

High Priority Standards

National Standards for Business Education:

I. Basics of the Law

Achievement Standard:

Analyze the relationship between ethics and the law and describe sources of the law, the structure of the court system, different classifications of procedural law, and different classifications of substantive law.

Learning Goal	Proficiency Scale
<p style="text-align: center;">Students will understand the origins and structure of national legal systems.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Examining the constitutional basis for law and why we have laws. • Explaining the effects that judiciary interpretation has on constitutional law. • Examining how enforceable rules of conduct in a society reflect the culture and circumstances of the time. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: laws, Code, common law, jurisdiction, constitutional law, statute, case law, civil law, criminal law, procedural law, substantive law, business law, tort, ethics, consequence-based reasoning, civil disobedience, Bill of Rights, due process, amendment, litigate, mediator, arbitrator, original-appellate-general and supreme jurisdiction, circuit court, court of appeals, trial court, U.S. Supreme court, small claims court, municipal court, probate court. • Performing processes such as:

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- Identifying procedures established by the federal government such as making amendments to the Constitution.
- Identifying the use of the Constitution and the Bill of Rights as sources of law.
- Describing how the absence of law might affect society.
- Identifying types of courts at each level of government and the courts differing jurisdictions.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Learning Targets

Students know how to:

- Distinguish unethical from illegal behavior.
- Explain different ways ethical decisions are made.
- Brainstorm ways businesses can be socially responsible.
- Research specific cases by stating the facts, finding the legal questions, applying the laws, and resolving the issues.
- Justify the constitutionality of various statutes and regulations.
- Construct an argument for the impact of the internet on questions of court jurisdiction.
- Compare and contrast ethics, morals, and law.
- Explain why we have laws.
- Describe the relationship between historical law and today's law.
- Compare and contrast differences in ethical and legal systems from state to state and nation to nation.
- Explain sources of law, such as institutional, case, statutory, administrative.
- Explain the use of the Constitution and the Bill of Rights as sources of law.
- Compare the American legal system with systems in other countries.
- Explain how courts make law and explaining the role of precedent in the legal
- Examine the reasons that certain cases reach the U.S. Supreme Court.
- Examine the reasons that certain cases reach international courts.

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- Solve difficult ethical and legal problems.
- Examine ethical problems resulting from contemporary business technology.
- Examine globalization and explain the effects that globalization can have on ethics and law.
- Examine the effect of technology on litigation and related business practices.
- Explain the advantages and disadvantages of arbitration, mediation, and conciliation.
- Define litigation, alternate dispute resolution (ADR), and administrative hearing.
- List the most common sources of the law.
- Identify how government administrative agencies create regulations
- Describe the rights and responsibilities of citizens.
- Explain the differences between local, state, and federal governments.
- Describe the powers and limitations of the federal government as stated in the U.S. Constitution.
- Describe the powers and limitations of state government as found in the U.S. Constitution.
- Identify the basic freedoms guaranteed by the bill of rights.
- Describe several key constitutional amendments beyond the bill of rights.
- Define the concept of stare decisis and explaining the role of precedent in the state and federal legal systems.

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Course: Business Law

Grade Level: 9-12

LG 2 Criminal Law

High Priority Standards	
<p>National Standards for Business Education:</p> <p>I. Basics of the Law</p> <p>Achievement Standard: Analyze the relationship between ethics and the law and describe sources of the law, the structure of the court system, different classifications of procedural law, and different classifications of substantive law.</p>	
Learning Goal	Proficiency Scale
<p>Students will understand the basis of criminal law.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Analyzing how civil law varies from criminal law, including offenses against society and offenses against an individual. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: crime, criminal intent, felony, misdemeanor, infraction, white-collar/blue-collar crime, larceny, robbery, burglary, forgery, bribery, cybercrime, extortion, conspiracy, arson, Miranda Rights, procedural defenses, substantive defenses, self-defense, criminal insanity, immunity, contempt, punishment, plea bargaining, evidence, testimony, witness, verdict, beyond reasonable doubt, jury, bailiff, plaintiff, defendant. • Performing processes such as: <ul style="list-style-type: none"> ○ Identifying the types of crimes described as ‘criminal’.

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- Identifying the role of the plaintiff in each type of law.
- Distinguishing a misdemeanor from a felony.
- Identifying and explaining the steps in criminal trials.
- Describing the appellate process in criminal cases.
- Defining different types of business crimes.
- Describing the penalties available in criminal law.
- Differentiating between survival statutes and wrongful death statutes.
- Differentiating between juvenile and adult justice systems.
- Explaining the differences among the categories of crimes, such as felonies, misdemeanors, and petty offenses.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Learning Targets

Students know how to:

- Research the consequences of violating criminal law in different countries, and the consequences of violating international law.
- Provide examples of the concept of “white collar crime”.
- Examine alternate defenses to criminal acts (e.g., insanity defense and self-defense).
- Identify the types of federal and state statues designed to combat computer crime.
- Critiquing the statutory and Supreme Court death penalty decisions and the criteria used to decide them.
- Comparing and contrasting the impact and consequences of selected criminal violations on businesses.
- Comparing and contrasting the steps in a civil law suit with the steps in a criminal prosecution.

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Course: Business Law

Grade Level: 9-12

LG 3 Civil and Tort Law

High Priority Standards	
<p>National Standards for Business Education:</p> <p>I. Basics of the Law</p> <p>Achievement Standard: Analyze the relationship between ethics and the law and describe sources of the law, the structure of the court system, different classifications of procedural law, and different classifications of substantive law.</p>	
Learning Goal	Proficiency Scale
<p>Students will understand the basis of civil and tort law.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Explaining the consequences of violating civil law in different countries. • Explaining the concepts of the reasonable person test and proximate cause. • Explaining the concept of strict liability and describe circumstances under which it is imposed. • Applying “negligence per se” as appropriate. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: duty, breach, injury, causation, intentional torts, assault, battery, false imprisonment, defamation, invasion of privacy, trespass to land, conversion, fraud, negligence, strict liability, punitive/compensatory damages,

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	<p>contingency pay, judgment, and “negligence per se.”</p> <ul style="list-style-type: none">• Performing processes such as:<ul style="list-style-type: none">○ Listing and explaining the steps in civil trials.○ Describing the appellate process in civil cases.○ Distinguishing between a tort and a crime.○ Differentiating between, and give examples of, negligence and intentional torts.○ Describing the remedies available in tort law.○ Identifying the concepts of vicarious liability. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p style="text-align: center;">Learning Targets</p> <p>Students know how to:</p> <ul style="list-style-type: none">• Define tort law.• Identify common torts (e.g., assault, battery, defamation, negligence, product liability).• Explain penalties associated with torts.• Identify improper use of business technology and property (e.g., computers, personal digital assistants, cell phones, telephones).	

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Course: Business Law

Grade Level: 9-12

LG 4 Contract Law

High Priority Standards

National Standards for Business Education:

II. Contract Law, Law of Sales, and Consumer Law

Achievement Standard: Analyze the relationships between contract law, law of sales, and consumer law.

Learning Goal	Proficiency Scale
Students will understand the fundamentals of contract law.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal. Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none">○ Analyzing the effects of a contract on a minor.○ Explaining the need for a contract and the effects of a breach of contract.○ Describing the purpose of the Statute of Frauds.○ Explaining how the Uniform Commercial Code applies to the sale of goods and interstate commerce. Explain the impact of the Uniform Commercial Code on interstate commerce. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: contract, offer, genuine assent, legality, consideration, capacity, offeree/offenor, test of reasonable person, right of revocation, duress, undue influence, forbearance, mental capacity, intoxication, unconscionability, statute of

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	<p>frauds, breach of contract, remedy, restitution, consequential money damages, liquidated money damages, nominal damages, decree for specific performance, sale, price, goods, vendor/vendee, bill of sale, merchant, casual seller, caveat emptor, sale or return, sale on approval, auction, risk of loss, consumer protection, Food and Drug Administration, false and misleading advertising, lottery, confidence game, Consumer Product Safety Commission. Warranty, puffing, marriage, prenuptial agreement, annulment, divorce, dissolution, custody, child support, alimony</p> <ul style="list-style-type: none">• Performing processes such as:<ul style="list-style-type: none">○ Identifying environmental issues, property rights, contracts, consumer rights, labor-management relations, and competition in the marketplace.○ Identifying types and purposes of taxation.○ Explaining how offer and acceptance can create contractual rights and duties.○ Defining counteroffer and describe the effects of a counteroffer in various contractual situations.○ Explaining the six essential elements of a contract. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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Learning Targets

Students know how to:

- Investigate problems created when contracts are negotiated and entered into over the Internet.
- Interpret selected contract clauses such as mandatory arbitration agreements and choice of forum clauses.
- Analyze the impact of international law on contracts.
- Decide when title and risk of loss pass in a sale of goods.
- Distinguish between rejection of nonconforming goods and revocation of acceptance.
- Decide how express warranties, implied warranties, and the warranty of title arise, and describe how each of the warranties may be excluded or modified.
- Generate possible reasons why the U.S. Congress enacted the Magnuson-Moss Warranty Act, and inferring the Act's principal features.
- Investigate the remedies of the seller when the buyer breaches the sales contract and for the buyer when the seller breaches the sales contract.
- Research the circumstances in which the parties may limit the damage recovery of the opposing party.
- Decide when the statute of limitations usually begins and ends in a sales transaction.
- Determine when a contract for the sale of goods must be evidenced in writing.
- Determine performance obligations of the seller and buyer in a typical sales transaction and define the terms FOB., F.A.S., C.I.F., CE, and C.& F and state the legal consequences of using them.
- Judge the impact of the laws of different countries on sales transactions.
- Investigate the impact of international law on sales transactions.
- Detect the principal differences between the Uniform Commercial Code and the UN Convention on Contracts for the International Sale of Goods.
- Describe the creation of government-provided goods and services.
- Debate the effects of a sale-on-consignment and a sale-on-approval.
- Critique the role of U.S. and state attorney generals in enforcement of consumer protection statutes.
- Discuss the impact of different state laws concerning consumer protection for businesses using the internet or involved in e-commerce.
- Determine whether or not an agreement is definite enough to be enforced as a contract.
- Understand the ways that assent can be undermined (e.g., fraud, nondisclosure, misrepresentation, mistake, duress, and undue influence).

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- Define different types of consideration and listing the exceptions to the requirements of consideration.
- Identify categories of people who lack contractual capacity.
- Describe the concept of unconscionability and compare it to illegality.
- List the essential information that should be included in writing under the statute of frauds.
- Describe the various rules applied to the interpretation of contracts.
- Explain the various rules applied to contracts involving third parties.
- List the ways a contract can be discharged.
- Describe breach of contract and the remedies available when a contract is breached.
- Discuss the impact of the laws of different countries on contractual transactions.
- Identify the source of law that applies to contracts for (a) goods, (b) services, and real property.
- Explain when to apply the law of sales and leases of goods under the Uniform Commercial Code (UCC).
- Outline special rules that apply to sales contracts that do not apply to other contracts.
- Clarify when sales contracts must be in writing and state the exceptions.
- Determine whether a particular writing meets the requirements of the UCC for the sale of goods.
- Compare an auction with reserve with an auction without reserve.
- Discuss the issue of taxation and e-commerce.
- Define consumer protection legislation (e.g., Federal Trade Commission Act, Consumer Product Safety Act, and Consumer Leasing Act)
- Determine the terms “unfair business practice” and “false and misleading advertising”.
- Describe the consequences of violating consumer statutes and define the term “civil penalty”.
- Explain the purpose of the Consumer Product Safety Act.
- Compare classes of contracts, such as bilateral and unilateral, express and implied, and oral and written.

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Course: Business law
Grade Level: 9-12
LG 5 Employment Law

High Priority Standards	
<p>NBEA Standards Business Law III. Agency and Employment Achievement Standard: Analyze the role and importance of agency law, and employment law as they relate to the conduct of business in the national and international marketplaces.</p>	
Learning Goal	Proficiency Scale
<p>Students will understand the fundamentals of employment law.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Describing the rights and responsibilities of employees and employers. • Evaluating the ethical basis for laws governing the workplace. • Comparing the impact of the laws of different countries on employment. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: employer/employee, duty of obedience, duty of loyalty and honesty, duty of reasonable skill, duty of reasonable performance, Fair Labor Standards Act, minimum wage, overtime, workers compensation, wrongful discharge, unemployment compensation, unions, collective bargaining, deadlocked, mediation, lock-out, strike, picketing,

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	<p>featherbedding, boycott, protected classes, employment discrimination, disparate treatment, bona fide occupational qualifications, business necessity, seniority, quid pro quo, hostile environment, affirmative action, disability, assumption of the risk, negligence, Occupational Safety and Health Administration (OSHA), casual workers,</p> <ul style="list-style-type: none"> • Performing processes such as: <ul style="list-style-type: none"> ○ Identifying federal, state, and local laws and agencies dealing with employment. ○ Identifying the legal grounds for employee termination. ○ Identifying legislation that regulates employment conditions, worker benefits and employee rights. ○ Identifying legislation that regulates union activities. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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Learning Targets

Students know how to:

- Research the impact of international law on employment.
- Explain the relationship of Title VII of the Civil Rights Act to employment.
- Explain the difference between disparate treatment and disparate impact in discrimination cases.
- Summarize the 1972, 1978, and 1991 amendments to the Civil Rights Act of 1964.
- Determine what questions can and cannot be asked during an employment interview.
- Describe the employer’s responsibilities to verify an employee’s status in the U.S.
- Demonstrate an understanding of the basis on which employees or applicants may be asked to take tests (e.g., aptitude, psychological, polygraph, and drug tests).
- Explain the following legislation and Acts that impact workers in the United States: Fair Labor Standards Act, Immigration Reform and Control Act, Employment Retirement Income Security Act (ERISA), Occupational Safety and Health Act, Unemployment Insurance, Pension Protection, Workers’ Compensation, Social Security legislation, National Labor

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Relations Act, Taft-Hartley Act Landrum-Griffin Act, the Worker Adjustment And Retraining Notification Act (WARN), Americans with Disabilities Act, Age Discrimination in Employment Act, Family and Medical Leave Act, the Uniformed Services Employment and Reemployment Rights Act, Older Workers Benefit Protection Act.

- File a grievance.
- Judge the impact of no-competition and confidentiality clauses in employment agreements.
- Critique the role and responsibilities of the employer in providing employee benefits such as health care and retirement plans.
- Investigate the impact of immigration regulations to the operation of businesses.

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Course: Business Law
Grade Level: 9-12
LG 6 Business Organization

High Priority Standards	
<p>NBEA Standards Business Law IV. Business Organizations Achievement Standard: Describe the major types of business organizations, including sole proprietorships, partnerships, corporations, and limited liability companies, operating within the socioeconomic arena of the national and international marketplace.</p>	
Learning Goal	Proficiency Scale
<p>Students will understand the forms of business organizations.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Analyzing the legal requirements and the advantages of different types of businesses such as sole proprietorship, partnership, and corporations. • Comparing and describing the laws that would impact forming and operating a business. • Analyzing the impact of the laws of different countries on partnerships, limited liability companies, and corporations. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: sole proprietorship, partnership, corporation, liability, limited liability,

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dissolution, joint venture, limited partnership, nonprofit, stock, dividend, board of directors, merger, consolidation, S corporation, limited liability corporation, Interstate Commerce Commission (ICC), Federal Trade Commission (FTC), Securities and Exchange Commission (SEC), Federal Communications Commission (FCC), National Labor Relations Board (NLRB), Equal Employment Opportunity Commission (EEOC), Consumer Product Safety Commission (CPSC), Food and Drug Administration (FDA), Occupational Safety and Health Administration (OSHA), Environmental Protection Agency (EPA), Nuclear Regulatory Commission (NRC).

- Performing processes such as:
 - Distinguishing between a limited partnership and a general partnership.
 - Differentiating between other partnership-type business organizations (e.g., joint ventures, limited partnership associations, and registered partnerships having limited liability).
 - Differentiating between types of corporations (e.g., profit nonprofit, professional, domestic, foreign, and alien corporations).
 - Describing the steps involved in forming a corporation.
 - Identifying shareholder rights and preemptive rights.
 - Identifying federal, state, territory, and province statutes that regulate corporations.
 - Explaining the steps in forming a limited liability company.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

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Learning Targets

Students know how to:

- Develop an argument for the phrase “blue-sky laws” and provide some examples.
- Critique the relevance of federal and state securities regulations to general and limited partnerships.
- Critique the role and responsibility of directors and officers regarding the sale of shares of stock and other securities.
- Debate the role of the S.E.C. and identify potential consequences of violating S.E.C. regulations.
- Research the characteristics of a franchise and analyze where it fits in the economic and legal framework.
- Describe legislation that affects partnerships (e.g., Uniform Partnership Act and Revised Uniform Partnership Act).
- Explain the property rights involved in partnerships under the Uniform Partnership Act (UPA) and the Revised Uniform Partnership Act (RUPA) (e.g., tenancy in partnership and sharing of profits).
- Contrast the process of ending a partnership under the UPA and/or the RUPA.
- Explain the difference between the disassociation and the dissolution of a partnership.
- Describe how the Revised Uniform Limited Partnership Act affects limited partnerships.
- Explain the rights and duties of limited partners and general partners in a limited partnership.
- Discuss the distribution of assets after the dissolution of a limited partnership.
- Recognize the circumstances under which the courts may disregard the corporate entity and “pierce the corporate veil”.
- Restate the functions of the board of directors and officers of a corporation with regard to control of corporate affairs.
- Differentiate between common and preferred stock.
- Summarize the advantages and disadvantages of doing business as a limited liability company.
- Describe the nature of management responsibilities in a limited liability company.
- Explain the effects of the tax code on limited liability companies
- Describe the ways corporate existence may be terminated.
- Define a limited liability company.
- Explain the nature of the shareholders’ liability.
- Describe when promoters, directors, and officers are liable to the corporation, shareholders, and third persons.
- Describe how shareholders can increase their voting control within a corporation.
- Differentiate between direct and derivative shareholder lawsuits.
- Differentiate between types of corporate expansion (e.g., mergers, consolidations, and conglomerates).

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Course: Business Law

Grade Level: 9-12

LG 7 Property Law

High Priority Standards	
<p>NBEA Standards Business Law V. Property Law Achievement Standard: Explain the legal rules that apply to personal property, [and] real property and intellectual property.</p>	
Learning Goal	Proficiency Scale
<p>Students will understand the rights and responsibilities of consumers under property law.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Analyzing the impact of international law on personal property transactions and intellectual property. • Comparing the federal agencies that provide consumer protection information. • Evaluating the impact of relevant laws on insurance requirements. • Describing the civil and criminal consequences for infringing on the intellectual property rights of another. • Describing how each type of intellectual property is created and legally protected. • Describing the legal aspects of a real estate transaction. • Analyzing the laws specifically related to negotiable instruments, such as drafts, checks, promissory notes, certificates of deposit.

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	<p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: property, real property, intellectual property, copyright, trademark, patent, trade secret, joint tenancy, right of survivorship, community property, lease, rent, landlord, eviction, subletting, insurance, beneficiary, premium, risk, insurable interest, property/casualty insurance, coinsurance, liability, life insurance, health insurance, social insurance, decedent, intestate/testate, estate, will, codicil, holographic will, nuncupative will, amendment, escheats, trust/trustee• Performing processes such as:<ul style="list-style-type: none">○ Recognizing the different methods by which property is acquired.○ Identifying methods of transferring real property other than by sale.○ Identifying the purpose of copyright and patent laws concerning tangible and intangible property.○ Identifying federal and state laws that provide consumer protection.○ Identifying the reasons bankruptcy laws were created.○ Identifying the forms of co-ownership of real property.○ Distinguishing between real property and personal property.○ Listing and define the different types of intellectual property, such as trademark, tradename, trade dress, copyright, patent, trade secret.○ Identifying how intellectual property rights terminate or can be lost. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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Learning Targets

Students know how to:

- Interpret the protections given in copyright and trademark matters by the Patent Cooperation Treaty and the Paris Convention for the Protection of Industrial Property.
- Distinguish between utility patents, design patents, and plant patents.
- Discuss the principal features of the Federal Patent Statute.
- Explain copyright law, including the procedure for obtaining a copyright, copyright infringement, and the fair use doctrine.
- Distinguish among liens, licenses, and easements and explaining the differences.
- Listing the major estates in real property and describing the major features of each.
- Differentiate between a lease and a deed.
- Interpret rights and obligations of landlords and tenants on termination of a lease including lawful and unlawful eviction procedures.
- Compare condominium, cooperative, and timeshare ownership of real property.
- Qualifying the impact of zoning regulations on the use of property for business purposes.
- Discuss government power of eminent domain and property ownership rights.
- Describe the method of transferring title (deeding) to real property.
- Label the kinds of rental relationships that landlords and tenants may create.
- Compare the four kinds of deeds in common use and point out when each would be used

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Course: Entrepreneurship

Grade Level: 10-12

LG 1 Characteristics

High Priority Standards	
NBEA Standards Entrepreneurship I. Entrepreneurs and Entrepreneurial Opportunities Achievement Standard: Recognize that entrepreneurs possess unique characteristics and evaluate the degree to which one possesses those characteristics.	
Learning Goal	Proficiency Scale
Students will understand the unique characteristics of entrepreneurs.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal. Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none">• Comparing traits of successful entrepreneurs.• Evaluating outside influences that play an important role in the choice of paths an entrepreneur chooses.• Applying knowledge of personal preferences, financial worthiness, and perceived risk to potential business opportunities. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: entrepreneur, globalization, telecommuting, risk, opportunity cost, outsourcing, recession, depression, recovery, prosperity, scarcity, natural resources, capital resources, human resources, extractor, manufacturer, service

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	<p>business, SWOT analysis.</p> <ul style="list-style-type: none">• Performing processes such as:<ul style="list-style-type: none">○ Determining the personal advantages and risks of owning a business.○ Describing the paths to becoming an entrepreneur.○ Identifying time-management skills.○ Identifying the trade-offs between the roles of a manager and an entrepreneur. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p style="text-align: center;">Learning Targets</p> <p>Students know how to:</p> <ul style="list-style-type: none">• Utilize virtual entrepreneurs, blogs, webcasts, webouts, and various other technology avenues to identify and solve various business problems.• Communicate effectively in a business environment.• Determine the financial value of an existing business.• Formulate the steps in establishing a business oriented toward a particular opportunity.• Analyze the advantages and disadvantages of buying an existing business, starting an entirely new business, or purchasing a franchise.• Explore the feasibility of starting a home-based or internet-based business.• Analyze the degree to which one possesses the characteristics of an entrepreneur.• Discuss entrepreneurship as a choice for women and minorities.	

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Course: Entrepreneurship

Grade Level: 10-12

LG 2 Customer Groups

High Priority Standards	
<p>NBEA Standards Entrepreneurship II. Marketing Achievement Standard: Analyze customer groups and develop a plan to identify, reach, and keep customers in a specific target market.</p>	
Learning Goal	Proficiency Scale
<p>Students will be able to identify, reach, and keep customers.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Evaluating target markets for home-based and online businesses. • Defining a customer profile and explaining its value. • Explaining key factors in building and retaining a clientele for a planned business. • Explaining the ways that potential businesses can grow such as locating information about target markets, sourcing channels of distribution, creating a customer database, and composing policies and procedures for serving customers. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: market plan, customer service, data sources, customer profile, policies, customer

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database, target market, channel of distribution.

- Performing processes such as:
 - Identifying the types of selling.
 - Identifying target markets for potential new businesses.
 - Describing the benefits of customer loyalty.
 - Defining appropriate methods to respond to customer concerns.
 - Identifying new product/service opportunities.
 - Identifying ways businesses can track customers.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Learning Targets

Students know how to:

- Generate market share for a specific product or service.
- Compare and contrast the advantages and disadvantages of possible locations for planned businesses—brick and mortar stores and virtual enterprises.
- Determine the costs of renovating or improving a site for a planned business.
- Evaluate the effectiveness of promotional efforts.
- Analyze the customer profile for a business today and ten years ago where significant change has occurred in a community (i.e., downtown vs. big box stores).
- Identify the advantages and disadvantages of starting a business on the internet.
- Describe how the internet and other emerging technologies have impacted the components of marketing (e.g., product, place, price, and promotion).
- Describe the layout and facilities needed for a planned business.
- Analyze the components of an effective e-commerce site.
- Design a marketing plan for a business.
- List the benefits of participating in a business-sponsored community service activity.
- Develop quality control procedures.

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Course: Entrepreneurship

Grade Level: 10-12

LG 3 Economic Concepts

High Priority Standards	
<p>NBEA Standards Entrepreneurship III. Economics Achievement Standard: Apply economic concepts when making decisions for an entrepreneurial venture.</p>	
Learning Goal	Proficiency Scale
<p>Students will be able to make business decisions based on economic concepts.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Explaining the law of supply and demand. • Explaining how market prices provide an incentive to produce goods and services. • Differentiating between the different types of market structures (e.g., competition and monopoly) and the effect of different market structures on market price. • Explaining opportunity cost and break-even point. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: supply, demand, equilibrium, price ceiling, price floor, marginal analysis, gross/net profits, market structure, monopoly, goods, services,

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	<p>opportunity cost, break-even point.</p> <ul style="list-style-type: none">• Performing processes such as:<ul style="list-style-type: none">• Determining the differences in costs for businesses.• Identifying the major economic systems.• Identifying how market prices ration goods and services among those who want them.• Evaluating long-term alternatives for a business to reach profitability. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p style="text-align: center;">Learning Targets</p> <p>Students know how to:</p> <ul style="list-style-type: none">• Inquire about the role of government assistance in the growth and development of small businesses.• Create a long term business plan for a self-run business.• Compare and contrast between marginal costs and sunk cost.• Establish prices for products/services.• Generate a profit goal for a planned business.• Identify the government’s role in determining what is and what is not provided in a market economy.• Determine the government’s role in modifying the way in which a market economy distributes income.	

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Course: Entrepreneurship

Grade Level: 10-12

LG 4 Financial Competencies

High Priority Standards	
<p>NBEA Standards Entrepreneurship IV. Finance Achievement Standard: Use the financial concepts and tools needed by the entrepreneur in making business decisions.</p>	
Learning Goal	Proficiency Scale
<p>Students will be able to make financial decisions for a business.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Explaining the financial competencies needed by a business owner such as knowledge of cash flow, equity, depreciation, return on investment, interest rates, overhead, and risk. • Comparing strategies to fund businesses including accounting assistance, financial investor planning, and angel networks. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: fixed, variable, gross, net, return on investment, balance sheet, cash flow, disposable income, discretionary income, debt, equity, depreciation, profit margins, revenue, assets, liabilities, overhead, risk, return, net worth, wealth, interest.

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- Performing processes such as:
 - Identifying the major sources of funding for a business.
 - Describing the trade-offs between debt and equity financing.
 - Identifying types of funding within each funding source.
 - Determining situations in which financial experts should be consulted.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Learning Targets

Students know how to:

- Compose alternatives for solving cash flow problems.
- Research the impact of responses to loan application questions on an entrepreneur's chances of receiving a loan.
- Deduce factors that cause changes in the financial picture of a business.
- Complete the components of a loan application.
- Calculate the number of products to be sold to make a profit using break-even analysis.
- Project the total cash needed to start a business, such as start-up costs, ongoing operational expenses, and cash reserves.

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Course: Entrepreneurship

Grade Level: 10-12

LG 5 Record Keeping

High Priority Standards	
<p>NBEA Standards Entrepreneurship V. Accounting Achievement Standard: Recognize that entrepreneurs must establish, maintain, and analyze appropriate records to make business decisions.</p>	
Learning Goal	Proficiency Scale
<p>Students will be able to keep sound financial records for a business.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Establishing, maintaining, and analyzing business records to make financial decisions. • Evaluating software, methods, and systems that are available for business record-keeping. • Explaining the purpose of cash flow statements, income statements, and balance sheets. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: inventory,

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	<p>budget, forecasting, balance sheet, accounts payable, access, database.</p> <ul style="list-style-type: none">• Performing processes such as:<ul style="list-style-type: none">○ Describing the interrelationships of various business records.○ Identifying the results of inaccurate or missing records.○ Forecasting sales in order to plan purchases.○ Identifying tax-related responsibilities.○ Describing the purpose of a budget. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p style="text-align: center;">Learning Targets</p> <p>Students know how to:</p> <ul style="list-style-type: none">• Generate a one-year preforma statement for a planned business.• Generate an opening day balance sheet for a planned business.• Establish record keeping systems for a business.	

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Course: Entrepreneurship
Grade Level: 10-12
LG 6 Management

High Priority Standards	
NBEA Standards Entrepreneurship VI. Management Achievement Standard: Develop a management plan for an entrepreneurial venture.	
Learning Goal	Proficiency Scale
Students will be able to develop a management plan for a business.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal. Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none"> • Creating goals and objectives from a vision and mission statement for a planned business. • Explaining sources of labor, hiring practices, employment law, and employee programs and benefits. • Evaluating options for technology resources and on-line sales. • Generating exit plan options for a planned business. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: customer service, verbal/non-verbal communication, mission statement, code of ethics,

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	<p>memorandum, netiquette, etiquette, active listening, kinesics, proxemics, emotional blocks, FLMA, ADA, SSA, FLSA, UI, EPA, CRA (employment laws), personnel, human resources, management.</p> <ul style="list-style-type: none"> • Performing processes such as: <ul style="list-style-type: none"> ○ Describing ways to motivate others. ○ Identifying entrepreneurial leadership traits. ○ Explaining the importance of delegation. ○ Identifying the role of support networks in problem solving and motivation of successful teams. ○ Identifying the technology needs for a business. ○ Describing types of business insurance. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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Learning Targets

Students know how to:

- Determine human resource needs and the types of employees required.
- Explore sources of labor for a small business.
- Generate alternatives to hiring permanent full-time employees.
- Devise a training program for new employees.
- Appraise employee performance.
- Generate an appropriate compensation plan for a planned business.
- Develop personnel policies for a planned business.
- Develop and revise as needed procedures for handling employee suggestions and complaints.
- Demonstrate the hiring procedures for a specific job, ranging from the initial advertisement to the final interview.
- Clarify the feasibility of conducting business on the internet.
- Examine ways to establish a business on the internet (e.g., e-Bay, stand-alone, virtual malls).
- Generate a technology plan for a business.
- Clarify the organizational structure of a planned business.

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- Develop job descriptions for positions in a planned business.

Course: Entrepreneurship

Grade Level: 9-12

LG 7 Globalization

High Priority Standards

NBEA Standards

Entrepreneurship

VII. Global Markets

Achievement Standard: Analyze the effect of cultural differences, export/import opportunities, and trends on an entrepreneurial venture in the global marketplace.

Learning Goal

Students will understand the global nature of the entrepreneurial marketplace

Proficiency Scale

Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

Level 3: Student demonstrates mastery with the learning goal as evidenced by:

- Evaluating the globalization of the workforce.
- Comparing how American culture has changed and how it affects the way business is conducted in the United States.
- Explaining the impact on business from expanding from domestic to international trade.

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	<p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: globalization, international business, multinationals, WTO, westernization, lcds, outsourcing, resources, forex, currency, faux pas.• Performing processes such as:<ul style="list-style-type: none">○ Identifying modifications to US. Business practices to facilitate interaction in the global marketplace.○ Identifying the challenges of selling to consumers in other countries.○ Describing ways the internet has impacted trade between countries.○ Identifying current trends in the global marketplace and their impacts on business.○ Describing how foreign competition has changed how business is conducted in the United States.○ Identifying “business cultures” of other countries <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p>Learning Targets</p> <p>Students know how to:</p> <ul style="list-style-type: none">• Research opportunities for small business development based on trends in the global marketplace.• Find financial export assistance programs that U.S. government agencies and investment corporations offer.• Research requirements facing small businesses considering exporting.	

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Course: Entrepreneurship

Grade Level: 10-12

LG 8 Legal Concepts

High Priority Standards	
<p>NBEA Standards Entrepreneurship VIII. Legal Achievement Standard: Analyze how forms of business ownership, government regulations, and business ethics affect entrepreneurial ventures.</p>	
Learning Goal	Proficiency Scale
<p>Students will understand legal concepts that impact businesses.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Creating a code of ethics for a small business. • Selecting the most appropriate form of business ownership for a planned business. • Explaining the advantages and disadvantages of various forms of business ownership. • Creating a plan for protection of intellectual property. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: • Performing processes such as: <ul style="list-style-type: none"> ○ Identifying the impact of governmental regulations on a business. ○ Identifying legal issues facing entrepreneurs.

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- Summarizing strategies that facilitate ethical behavior in a small business.
- Identifying the need for legal assistance.
- Explaining the importance of contracts and other legal documents.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Learning Targets

Students know how to:

- Analyze franchising opportunities.
- Research contracts and ways to protect intellectual property and physical property.
- Identify governmental regulations and their effect on businesses.

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Course: Entrepreneurship
Grade Level: 10-12
LG 9 The Business Plan

High Priority Standards	
<p>NBEA Standards Entrepreneurship IX. Business Plans Achievement Standard: Develop a business plan.</p>	
Learning Goal	Proficiency Scale
<p>Students will be able to develop a comprehensive business plan.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Judging when professional consultants should be used in preparing a business plan. • Creating a timetable for establishing a planned business. • Explaining that a business plan is an on-going process and should be often re-visited and updated. • Developing a business plan using knowledge of legal concepts, personnel management, record keeping, government regulations, global enterprise, and financial needs. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: budget, business

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	<p>plan, notary public.</p> <ul style="list-style-type: none">• Performing processes such as:<ul style="list-style-type: none">○ Identifying the information to be included in each component of a business plan.○ Identifying business ideas that meet a market need.○ Explaining project initial funding requirements.○ Identifying existing business plans and the use of emerging technologies in them. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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Course: Marketing I with Personal Finance

Grade Level: 11-12

LG 1 Foundations

High Priority Standards	
<p>NBEA Standards Marketing I. Foundations of Marketing Achievement Standard: Recognize the customer-oriented nature of marketing and analyze the impact of marketing activities on the individual, business, and society</p>	
Learning Goal	Proficiency Scale
<p>Students will understand foundational concepts of marketing.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Explaining the nature of marketing planning, and related activities. • Explaining the concept of marketing strategies. • Assessing sources of customer attitude formation about products. • Comparing social beliefs, influences, and behavior that affect purchasing. • Explaining methods used to evaluate customer attitudes and identify target markets. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p>

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	<ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: marketing concept, customers, consumers, market, target marketing, customer profile, marketing mix, market segmentation, demographics, psychographics, geographic, products, goods, services, exchange, utility.• Performing processes such as:<ul style="list-style-type: none">○ Identifying the 4Ps of Marketing (product, place, price, promotion).○ Identifying factors that affect purchasing decisions.○ Recognizing cues to basic motives for purchasing.○ Identifying social and cultural groups for marketing purposes.○ Recognizing factors influencing customer perception. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p style="text-align: center;">Learning Targets</p> <p>Students know how to:</p> <ul style="list-style-type: none">• Develop a marketing mix project and describe the product, place, price and promotion decisions.• Create mathematical models from real-life situations.	

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Course: Marketing I with Personal Finance

Grade Level: 9-12

LG 2 Communication - Promotion

High Priority Standards	
<p>NBEA Standards Marketing II. Consumers and Their Behavior Achievement Standard: Analyze the characteristics, motivations, and behaviors of consumers.</p>	
Learning Goal	Proficiency Scale
<p>Students will be able to market a product to consumers.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Linking the role of promotion to marketing functions, such as product, place, price, promotion. • Differentiating between the types of promotional channels used to communicate with target audiences. • Explaining media planning strategies and public relations activities and their potential effect on consumers. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: promotion, promotional mix, product promotion, institutional promotion, advertising, sales promotion, publicity, push policy, pull policy, slotting allowance, sales incentive, premiums, incentives, promotional tie-in, community relations, news release, press kit, visual merchandising,

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	<p>display, store layout, complementary colors, balance, media, CPM, advertising campaign, advertising agency, headline, slogan, copy, illustration, signature, ad layout, advertising proof.</p> <ul style="list-style-type: none">• Performing processes such as:<ul style="list-style-type: none">• Determining the use of visual merchandising and product placement in retailing.• Identifying the elements of the promotional mix.• Identifying types of public relations activities.• Explaining types of advertising media. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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Learning Targets

Student know how to:

- Design a print ad proof and explain how the design relates to the target market, brand and company image, and the general anatomy of an ad.
- Prepare press releases and create a press kit.
- Review rate cards and understand the costs and benefits for the different advertising mediums.
- Determine the type of media planning strategies that should be utilized to enhance a return on marketing investment.
- Determine how to utilize public relation activities to promote goodwill among stakeholders.
- Communicate information about a product, services, or ideas to achieve the desired outcome.

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Grade Level: 11-12

LG 3 Marketing Research

High Priority Standards	
<p>NBEA Standards Marketing II. Consumers and Their Behavior Achievement Standard: Analyze the characteristics, motivations, and behaviors of consumers. V. Marketing Research Achievement Standard: Analyze the role of marketing research in decision making.</p>	
Learning Goal	Proficiency Scale
<p>Students will be able to design a research-based marketing survey.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Determining the types of research that should be used to make marketing mix strategy decisions. • Summarizing sources of primary and secondary data as related to market research. • Investigating research approaches appropriate to the research problem. • Designing and communicating results of a qualitative research study. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: marketing research, marketing information system, database, attitude research, market research, media research, product research, test marketing,

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	<p>problem definition, primary data, secondary data, survey method, sample, observation method, point-of-sale method, experimental method, data analysis, open-ended questions, force choice questions.</p> <ul style="list-style-type: none">• Performing processes such as:<ul style="list-style-type: none">○ Identifying the types of research tools and what they (surveys, journals, etc.) measure.○ Identifying the marketing research problem/issue.○ Describing the need for marketing information.○ Explaining the nature and scope of the marketing information management function.○ Describing data-collection methods. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p style="text-align: center;">Learning Targets</p> <p>Students know how to:</p> <ul style="list-style-type: none">• Use an integrated business software application package.• Analyze the role of ethics in marketing information management• Use both primary and secondary research.• Prepare a written and oral presentation.	

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Course: Marketing I with Personal Finance

Grade Level: 11-12

LG 4 Market Value

High Priority Standards	
<p>NBEA Standards Marketing IV. The Marketing Mix Achievement Standard: Analyze the elements of the marketing mix, their interrelationships, and how they are used in the marketing process.</p>	
Learning Goal	Proficiency Scale
<p>Students will be able to determine market value of a product.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Explaining the nature and scope of the pricing function, legal considerations for pricing, factors affecting pricing decisions, and pricing practices used in marketing communications. • Determining the cost of a product, including breakeven, markup, and Return on Investment (ROI). <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: price, unit price, market share, market position, ROI, break even, markup, elastic demand, inelastic demand, price fixing, price discrimination, loss leader, bait and switch, cost-plus pricing, one-price policy, flexible-price policy, skimming, penetration, odd-even pricing, bundle pricing, EDLP, discount

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- pricing, trade discounts, seasonal discounts.
- Performing processes such as:
 - Identifying the functions of pricing and the role it plays in marketing.
 - Discussing the nature of pricing models.
 - Selecting pricing strategies.
 - Establishing pricing objectives.
 - Selecting pricing policies.
 - Determining discounts and allowances that can be used to adjust base prices.
 - Setting and adjusting prices to maximize profitability.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Learning Targets

Students know how to:

- Create budgets, price lists, advertise, and secure a location for a product.
- Determine costs and calculate break-even points of a product.
- Prepare a written report analyzing their pricing strategy and the results of their business venture.

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Grade Level: 11-12

LG 5 External Factors

High Priority Standards	
<p>NBEA Standards Marketing III. External Factors Achievement Standard: Analyze the influence of external factors on marketing.</p>	
Learning Goal	Proficiency Scale
<p>Students will understand the external factors that influence marketing.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Explaining the concept of resources, principles of supply and demand, the role of business in society, the type of economic systems, the concept of competition, the concept of Gross Domestic Product, economic impact of interest-rate fluctuations, and the role of finance in business. • Comparing factors that affect the business environment, the global environment in which businesses operate, and the impact of a nation's unemployment rates. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: economy, resources, capital, land, labor, entrepreneurship, factors of production,

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scarcity, command economy, market economy, capitalism, socialist, communist, privatization, productivity, GDP, inflation, CPI, business cycle, prosperity, recession, depression, recovery.

- Performing processes such as:
 - Determining how supply and demand affect business activity.
 - Identifying the global link between economic goods and services.
 - Identifying and describe the different economic systems.
 - Determining how financial information should be utilized in creating a business plan.
 - Distinguishing between economic goods and services.
 - Determining economic utilities created by business activities.
 - Describing the economic impact of inflation on business.
 - Determining the impact of business cycles on business activities.
 - Describing market structures and the need for financial information.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Learning Targets

Students know how to:

- Research the current US GDP and inflation, interest and unemployment rates.
- Research the economic conditions of other countries.

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Course: Marketing I with Personal Finance

Grade Level: 9-12

LG 6 Client Needs and Wants

High Priority Standards	
<p>NBEA Standards Marketing II. Consumers and Their Behavior Achievement Standard: Analyze the characteristics, motivations, and behaviors of consumers.</p>	
Learning Goal	Proficiency Scale
<p>Students will be able to determine client needs and wants.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> ● Explaining the nature of positive customer relations, external planning considerations, the nature and scope of the selling function. ● Determining the role of customer service as a component of selling relationships. ● Explaining product information to identify features and benefits. ● Comparing and applying market research information to client needs and wants. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: feature benefit selling, rational and emotional motives, extensive, limited and routine decision making, retail and business to business sales, pre-approach,

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	<p>approach, prospect, cold canvassing, layman’s terms, objections, excuses, boomerang method, superior point method, third party method, closing the sale, buying signals, trial close, which close, standing room only close, direct close.</p> <ul style="list-style-type: none">• Performing processes such as:<ul style="list-style-type: none">• Identifying emerging trends.• Discussing motivational theories that impact buying behavior.• Identifying the differences between consumer and organizational buying behavior.• Identifying key factors in building a clientele. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p style="text-align: center;">Learning Targets</p> <p>Students know how to:</p> <ul style="list-style-type: none">• Create customer loyalty and incentive programs.• Use negotiation skills.• Respond to client needs and wants through personalized communication.• Plan follow up strategies.	

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LG 7 Sales Channels

High Priority Standards	
<p>NBEA Business Standards Marketing VI. The Marketing Plan Achievement Standard: Describe the elements, design, and purposes of a marketing plan.</p>	
Learning Goal	Proficiency Scale
<p>Students will be able to explain the nature and scope of channel management.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Applying concepts of supply chain and logistics management. • Explaining the selection and evaluation of sales channels. • Evaluating new technology and emerging trends in channel management functions. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: channel of distribution, intermediaries, wholesalers, retailers, agents, direct distribution, indirect, exclusive, selective, intensive, integrated. • Performing processes such as: <ul style="list-style-type: none"> • Discussing stock handling procedures and the processing of

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	<p>incoming merchandise.</p> <ul style="list-style-type: none">• Identifying channel intermediaries and their functions and activities.• Describing factors that marketing executives consider when selecting and managing a marketing channel.• Identifying and describing the use of inventory control systems. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p style="text-align: center;">Learning Targets</p> <p>Students know how to:</p> <ul style="list-style-type: none">• Illustrate the channels of distribution and physical distribution from the raw material stage.	

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LG 8 Career Development

High Priority Standards	
<p>NBEA Business Standards Career Development I. Self-Awareness Achievement Standard: Assess personal skills, abilities, and aptitudes and personal strengths and weaknesses as they relate to career exploration and development.</p>	
Learning Goal	Proficiency Scale
<p>Students will understand how to plan a successful career in marketing.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Determining what marketing skills are used to promote oneself in a career search. • Assessing the services provided by professional trade organizations. • Explaining the relationship between education and potential income using economic reasoning. • Comparing personal characteristics to determine interests, skills and knowledge related to career choices. • Establishing career goals. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p>

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- Recognizing and recalling specific vocabulary, such as: resume objective, references, personal information, cover letter, networking, interview, screening process.
- Performing processes such as:
 - Identifying personal strengths.
 - Identifying requirements for professional certifications.
 - Describing the steps in the hiring process, such as interview, follow-ups, acceptance or rejection.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Learning Targets

Students know how to:

- Tailor interview techniques to a variety of companies.
- Prepare an employment portfolio including a resume, cover letter, application form.
- Analyze employee benefits.

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Course: Marketing I with Personal Finance

Grade Level: 9-12

LG 9 Banking

High Priority Standards	
<p>NBEA Standards Personal Finance</p> <p>I. Personal Decision Making Achievement Standard: Use a rational decision-making process as it applies to the roles of citizens, workers, and consumers.</p> <p>II. Earning and Reporting Income Achievement Standard: Identify various forms of income and analyze factors that affect income as a part of the career decision-making process.</p> <p>III. Managing Finances and Budgeting Achievement Standard: Develop and evaluate a spending/savings plan.</p> <p>IV. Saving and Investing Achievement Standard: Evaluate savings and investment options to meet short- and long-term goals.</p>	
Learning Goal	Proficiency Scale
<p>Students will understand banking and personal finance concepts.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Interpreting the opportunity costs of financial decisions. • Evaluating the consequences of personal financial decisions.

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- Applying a decision-making process to personal financial choices.
- Summarize how inflation affects spending and saving decisions.
- Evaluating how insurance and other risk-managements strategies protect against financial loss.
- Designing a financial plan for earning, spending, saving and investing.
- Demonstrating how to use the services available from financial institutions.

Level 2: Student demonstrates he/she is nearing proficiency by:

- Recognizing and recalling specific vocabulary, such as: check, deposit, canceled check, overdraft, floating check, checkbook register, reconciliation, blank endorsement, special endorsement, restrictive endorsement, certified check, cashier's check, stop payment order.
- Performing processes such as:
- Explaining the roles and responsibilities of the Federal Reserve System.
- Comparing checking accounts from different institutions.
- Identifying deposit, credit and investment services offered by commercial banks, savings and loans, credit unions, and brokerage firms.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Learning Targets

Students know how to:

- Prepare the following forms related to opening and maintaining a checking account: Application form, deposit ticket, check, check register, monthly account statement.
- Read and reconcile a monthly statement

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Course: Marketing II ACC

Grade Level: 12

LG 1 Public Events

High Priority Standards	
<p>NBEA Standards Marketing I. Foundations of Marketing Achievement Standard: Recognize the customer-oriented nature of marketing and analyze the impact of marketing activities on the individual, business, and society.</p>	
Learning Goal	Proficiency Scale
<p>Students will understand how to market public events</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Relating advances in entertainment technology to changes in distribution of events. • Comparing factors that contribute to the growth of the public event industry. • Comparing and explaining different types of events and the marketing they require. • Applying the five P's of event marketing (product, place, price, public relations, positioning). • Defining the event triangle (event, sponsor, fan) for different types of public events. • Explaining the concept of revenue streams and why they are important

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	<p>to an organization.</p> <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: cross promotion, customer loyalty, discretionary income, entertainment, entertainment marketing, event triangle, intangible product attributes, perishability, sports marketing.• Performing processes such as:<ul style="list-style-type: none">○ Defining the seven key marketing functions.○ Explaining the concept of revenue streams and why they are important to an organization.○ Identifying how entertainment companies generate revenue.○ Identifying promotional messages that appeal to targeted markets. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p style="text-align: center;">Learning Design</p> <ul style="list-style-type: none">• Students will pick an athlete and/or celebrity and conduct online research.• Students will compare and contrast past a past celebrity with a current celebrity and identify a target market and product promotions.	

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Course: Marketing II ACC

Grade Level: 12

LG 2 Products and Services

High Priority Standards	
<p>NBEA Standards Marketing II. Consumers and Their Behavior Achievement Standard: Analyze the characteristics, motivations, and behaviors of consumers.</p>	
Learning Goal	Proficiency Scale
<p>Students will understand how to market products and services through public events.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Determining factors that have impacted the growth of sponsorship. • Analyzing the reasons a company would engage in sponsorship. • Determining what criteria must be met for a sponsorship to be effective. • Illustrating the concept of ambush marketing. • Explaining the use of celebrity/influencer as a word of mouth strategy. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: sponsor, cause marketing, ambush marketing, product placement, spot commercial, endorsement, promotional mix. • Performing processes such as:

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- Describing the market for sports and entertainment.
- Listing the tools used in promotion.
- Defining and offer an example of cause marketing.
- Identifying ways a company might implement sponsorship programs.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Learning Design

- Students will develop a sponsorship plan for their group Sports and Entertainment Event Marketing Project and the Jim Schoemehl 5K Run for ALS.
- Students will meet with and present the sponsorship proposals to local businesses and secure financial or product sponsorship for their events.

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LG 3 Communication

High Priority Standards	
<p>NBEA Standards Communication</p> <p>I. Foundations of Communication Achievement Standard: Communicate in a clear, complete, concise, correct, and courteous manner on personal and professional levels.</p> <p>II. Societal Communication Achievement Standard: Apply basic social communication skills in personal and professional situations.</p> <p>III. Workplace Communication Achievement Standard: Incorporate appropriate leadership and supervision techniques, customer service strategies, and personal ethics standards to communicate effectively with various business constituencies.</p>	
Learning Goal	Proficiency Scale
<p>Students will be able to communicate in professional situations.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Preparing written business communications using appropriate format for the situation. • Demonstrating oral communications skills needed for business situations. • Determining which information is important to address within the marketing plan. • Interpreting others' nonverbal cues.

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- Adapting communication to the cultural and social differences

Level 2: Student demonstrates he/she is nearing proficiency by:

- Recognizing and recalling specific vocabulary, such as: press release, public relations, audience, impression, headline, copy, marketing plan, mission statement, SWOT Analysis, message, encoding, decoding, message channel, receiver, feedback, email, cc, bcc, tweet, blog, social media, viral, hash tag, trending, microblogging, text messaging, blogosphere, Twitter, podcast.
- Performing processes such as:
 - Identifying the key components of the marketing plan.
 - Identifying understanding the financials within the marketing plan.
 - Explaining the nature of effective communication.
 - Understanding the fundamental concepts behind social media.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Learning Standards

Students know how to:

- Compose a mission statement.
- Give verbal directions.
- Handle telephone calls in a businesslike manner.
- Make oral presentations.
- Explain the purpose of a situation or SWOT analysis.

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Learning Design

- Students will prepare SWOT analysis for their SEM projects.
- Students will develop a mission statement for the Jim Schoemehl 5K Run and our DECA Chapter.
- Students will also be responsible for writing and submitting press releases to the media for the SEM project, 5K Run and DECA events.
- Students will conduct both phone interviews and web based video interviews.

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Course: Marketing II ACC

Grade Level: 12

LG 4 Endorsements and Sponsorship

High Priority Standards	
NBEA Standards Marketing IV. The Marketing Mix Achievement Standard: Analyze the elements of the marketing mix, their interrelationships, and how they are used in the marketing process.	
Learning Goal	Proficiency Scale
Students will understand the impact of endorsement and sponsorship opportunities.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal. Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none">• Analyzing cost/benefits of company participation in community activities.• Creating a public relations campaign around an endorsement or sponsorship.• Creating promotional signage for an event.• Collaborating in the design of slogans/taglines.• Developing a strategy for creating special event.• Developing a promotional calendar.• Implementing sponsorship programs.

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Level 2: Student demonstrates he/she is nearing proficiency by:

- Recognizing and recalling specific vocabulary, such as: press release, public relations, audience, impression, headline, copy, marketing plan, mission statement, SWOT Analysis, message, encoding, decoding, message channel, receiver, feedback, email, cc, bcc, tweet, blog, social media, viral, hash tag, trending, microblogging, text messaging, blogosphere, Twitter, podcast.
- Performing processes such as:
 - Defining and offer examples of sponsorship.
 - Understanding why a company would engage in sponsorship.
 - Explaining what criteria must be met for a sponsorship to be effective.
 - Explaining the use of celebrities as a word of mouth strategy in promotion.
 - Identifying three factors that have impacted the growth of sponsorship.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Learning Design

- Students will brainstorm local celebrities and possible endorsement opportunities with local businesses.
- Students will analyze a current endorsement or sponsorship contract between our school and the local business.

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Course: Marketing II
Grade Level: 9-12
LG 5 Service Management

High Priority Standards	
NBEA Standards Marketing IV. The Marketing Mix Achievement Standard: Analyze the elements of the marketing mix, their interrelationships, and how they are used in the marketing process.	
Learning Goal	Proficiency Scale
Students will understand the role of marketing service management.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal. Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none">• Evaluating the nature and scope of the product/service management function.• Assessing product-packaging requirements.• Evaluating graphic design and adequacy of product packages.• Comparing private and manufacturer brands.• Examining parent companies and the product mixes within those companies.• Assessing product-packaging requirements.

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Level 2: Student demonstrates he/she is nearing proficiency by:

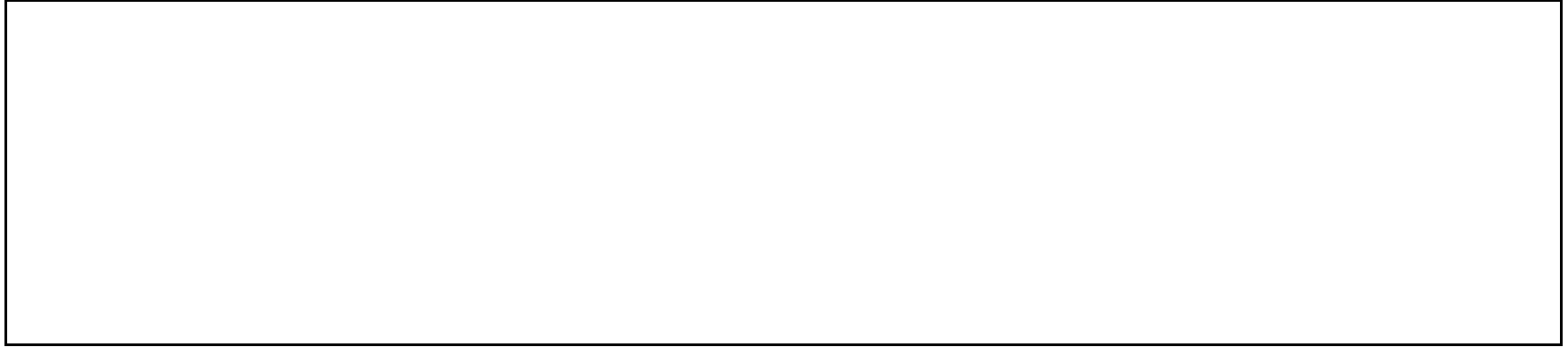
- Recognizing and recalling specific vocabulary, such as: product width, depth, extension, mix, growth, modification, positioning, expansion, decline, prototype, generating ideas, product line, obsolete, product item, product planning, regionalize, screening ideas, product line, parent company, product life cycle.
- Performing processes such as:
 - Describing the use of technology in product/service management.
 - Explaining business ethics in product/service management.
 - Explaining the concept of product mix.
 - Explaining the nature of product extension
 - Explaining the nature of branding
 - Identifying the impact of product life cycles on marketing decisions.
 - Identifying private versus manufacturer brands.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Learning Design

- Students will research parent companies and create a poster that represents the brands and companies the parent company owns.
- Students will create a brand extension poster.
- Students will design a package and product for a fictitious celebrity ceramic egg company. The packaging must be environmentally friendly and protect the egg during distribution.

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Course: Marketing II

Grade Level: 9-12

LG 6 Social Responsibility

High Priority Standards	
NBEA Standards Marketing III. External Factors Achievement Standard: Analyze the influence of external factors on marketing.	
Learning Goal	Proficiency Scale
Students will understand the role of ethics in business organizations.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal. Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none">• Determining ways by which businesses improve their own practices.• Evaluating how ethical issues affect marketers' professional responsibilities.• Assessing the importance of ethical behavior on an athlete's promotional value.• Analyzing the distinct but interconnected complementary concepts of social responsibility and business ethics.• Determining how marketing can be used to solve social problems and raise public awareness. Level 2: Student demonstrates he/she is nearing proficiency by:

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	<ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: Cause marketing, ethics, social responsibility, green marketing, code of ethics, self-regulation, consumerism, boycott.• Performing processes such as:<ul style="list-style-type: none">○ Describing the common criticisms of marketing.○ Identifying ethical decisions and behaviors in modern business organizations.○ Discussing the nature of moral values, moral judgments, and social responsibility in a business environment. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p style="text-align: center;">Learning Design</p> <ul style="list-style-type: none">• Students will organize and promote the Jim Schoemehl 5K Run for ALS.• Students will create a trifold brochure illustrating a how business implements social responsibility.• Students will study how WGSD and DECA implement social responsibility.• Students will participate in ethical role play scenarios.	

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Course: Marketing II

Grade Level: 9-12

LG 7 Management

High Priority Standards	
<p>NBEA Standards Marketing I. Foundations of Marketing Achievement Standard: Recognize the customer-oriented nature of marketing and analyze the impact of marketing activities on the individual, business, and society.</p>	
Learning Goal	Proficiency Scale
<p>Students will understand the role of managers in a marketing business.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Implementing the key areas of event development and marketing in performing arts and sport organizations with a hands-on knowledge of managing and marketing live events. • Applying concepts of leadership in a project focused team. • Interpreting others' nonverbal cues. • Employing communication styles appropriate to target audiences. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: controlling, leading, managing, gunnysacking, marketing management, organizing,

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	<p>performance standard, policies, staffing, one minute managing, one minute reprimand, human resources, non-verbal and verbal cues, target audience, productivity.</p> <ul style="list-style-type: none">• Performing processes such as:<ul style="list-style-type: none">○ Explaining the nature of stress management.○ Discussing the nature of human resources management.○ Using effective verbal communications when working with peers.○ Identifying the role of a manager in effective marketing. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p style="text-align: center;">Learning Design</p> <ul style="list-style-type: none">• Students will manage their peers within the committees for the Jim Schoemehl 5K Run and SEM projects.• Students will read and write reflections for the books <u>Who Moved the Cheese</u> and <u>One Minute Manager</u>.	

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Business Department

Course: Personal Finance and Personal Finance Online
Personal Finance and Personal Finance Online ACC
Grade Level: 10-12
LG 1 Career Exploration

High Priority Standards

National Standards for Business Education:
 Personal Finance.

I. Personal Decision Making

Achievement Standard: Use a rational decision-making process as it applies to the roles of citizens, workers, and consumers.

Learning Goal	Proficiency Scale
<p style="text-align: center;">Students will be able to develop a career path based on rational decision making, research, and self-reflection.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Comparing and contrasting career choices, education, skills with the economic effect on income. • Evaluating personal characteristics to determine interests, skills, and knowledge related to career choices. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: benefits, networking, self-assessment inventories, salary, promotion, work history, cover letter, resume, interview, disposable income.

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	<ul style="list-style-type: none">• Performing processes such as:<ul style="list-style-type: none">○ Identifying the six steps in the decision-making process.○ Recognizing that choices made today will affect the future.○ Identifying different types of benefits provided by employers and their effects on disposable income.○ Recognizing the relationship between education and potential income. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p style="text-align: center;">Learning Targets</p> <p>Students know how to:</p> <ul style="list-style-type: none">○ Create a resume and cover letter.○ Conduct themselves at an interview.○ Apply a decision making process to financial choices.	

WGSD Curriculum
Business Department

Course: Personal Finance and Personal Finance Online
Personal Finance and Personal Finance Online ACC
Grade Level: 10-12
LG 2 Money Management

High Priority Standards	
<p>National Standards for Business Education: Personal Finance.</p> <p>II. Earning and Reporting Income Achievement Standard: Identify various forms of income and analyze factors that affect income as a part of the career decision-making process.</p> <p>III. Managing Finances and Budgeting Achievement Standard: Develop and evaluate a spending/savings plan.</p>	
Learning Goal	Proficiency Scale
<p>Students will be able to make sound financial decisions.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Evaluating how insurance and other risk management strategies protect against financial loss. • Evaluating the consequences of personal financial decisions. • Applying a budget (financial plan) for earning, spending, saving and investing.

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	<p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: budget, gross pay, net pay, investments, opportunity costs, inflation, insurance, financial loss, money supply, Federal Reserve.• Performing processes such as:<ul style="list-style-type: none">○ Identifying the opportunity cost in a financial decision.○ Identifying the differences between types of insurance.○ Identifying the components of a budget.○ Identifying the relationship between inflation and savings decisions. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p style="text-align: center;">Learning Targets</p> <p>Students know how to:</p> <ul style="list-style-type: none">○ Create and use a personal budget plan.	

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Business Department

Course: Personal Finance and Personal Finance Online

Personal Finance and Personal Finance Online ACC

Grade Level: 10-12

LG 3 Saving and Investing

High Priority Standards	
<p>National Standards for Business Education: Personal Finance. IV. Saving and Investing Achievement Standard: Evaluate savings and investment options to meet short- and long-term goals.</p>	
Learning Goal	Proficiency Scale
<p>Students will understand how to create a financial plan for the future.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Evaluating consumer choices for saving and investing. • Comparing concepts such as evaluating sources of investment information, the rate of return on investment, and buying and selling investments using online resources. • Analyzing agencies that regulate financial markets protect investors. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: Rule of 72,

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	<p>simple interest, compound interest, risk, return, liquidity, manageability, return rate.</p> <ul style="list-style-type: none">• Performing processes such as:<ul style="list-style-type: none">○ Identifying types of investments and investment sources.○ Explaining the relationship between saving and investing. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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Course: Personal Finance
Grade Level: 10-12
LG 4 Spending and Credit

High Priority Standards	
<p>National Standards for Business Education: Personal Finance. V. Buying Goods and Services Achievement Standard: Apply a decision-making model to maximize consumer satisfaction when buying goods and services. VII. Using Credit Achievement Standard: Analyze factors that affect the choice of credit, the cost of credit, and the legal aspects of using credit.</p>	
Learning Goal	Proficiency Scale
<p>Students will be able to make good choices about spending and credit.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Examining different types of payment types such as cash, debit card, check, money order, cashier’s check, wire transfers and credit cards. • Comparing and contrasting sources of consumer credit such as credit cards, consumer loans, business loans, auto loans, and student loans. • Evaluating terms and conditions of credit cards, consumer loans, and student loans. • Analyzing the importance of having good credit and a good credit record. • Analyzing the impact of identity theft, phishing and scams on

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	<p>individuals.</p> <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: consumer credit, spending, loans, identify theft, phishing, payment types.• Performing processes such as:<ul style="list-style-type: none">○ Identifying different sources of credit and the benefits/disadvantages of each.○ Planning to avoid identity theft.○ Describing rights and responsibilities of buyers and sellers. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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Course: Business Internship

Grade Level: 9-12

LG 1: The curriculum for this course is co-developed with the student, business department, and experiential learning center.

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Course: A+ Certification
Grade Level: 9-12
LG 1 Origin of the Industry

High Priority Standards	
<p>National Business Education Standards Information Technology I. Impact on Society Achievement Standard: Assess the impact of information technology in a global society.</p> <p>Missouri Learning Standards SC 8: impact of science, technology and human activity on resources and the environment</p>	
Learning Goal	Proficiency Scale
<p>Students will be able to understand the evolution and nature of the technology industry.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Explaining the origin of the PC industry and its impact on today’s society. • Investigating the connection between pre-1990 technology and modern technology. • Determining why modern technology companies arose to their current status as technology leaders. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: Altair, Alto, Binary code,

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	<p>CD, Circuit, Computer, Computer kit, CPU, Eniac, Enigma, I/O devices, Intel, microprocessor, MITS, Nerd, Peripheral, Programming language, Punch card, RAM, Silicon, Transistor, Vacuum tube, VCR, VHS, and VisiCalc.</p> <ul style="list-style-type: none">• Performing processes such as:<ul style="list-style-type: none">○ Outlining the evolution of the personal computer.○ Identifying the significance of key individuals their impacts on the personal computer industry. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p style="text-align: center;">Learning Targets</p> <p>Students know how to:</p> <ul style="list-style-type: none">• Identify hardware and software companies.• Describe how the earliest computers functioned.	
<p style="text-align: center;">Learning Design</p> <ol style="list-style-type: none">1. History of the Computer by the History Channel (video)2. Triumph of the Nerds Vol. I3. Triumph of the Nerds Vol. II4. Triumph of the Nerds Vol. III	

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Course: A+ Certification

Grade Level: 9-12

LG 2 PC Functionality

High Priority Standards	
<p>National Business Education Standards Information Technology II. Hardware Achievement Standard: Describe current and emerging hardware; configure, install, and upgrade hardware; diagnose problems; and repair hardware</p>	
Learning Goal	Proficiency Scale
<p>Students will understand how computers function.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Explaining the purpose each computer component has in the overall functionality of a PC. • Determining how each component functions as part of the completed machine. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: AGP slots, ATA, Bluetooth, Bridge, Bus, Capacitor, CPU, DVI, FireWire, HDMI, Heat Sync, Integrated Drive Electronics (IDE), Mini-Jack, Parallel port, PCIe slots, Power

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	<p>Supply, PS/2, RAM, RAM slot, RJ-11, RJ-45, Serial ATA, Serial port, Universal Serial Bus (USB), USB 2.0, 3.0, Video Graphics Adapter (VGA).</p> <ul style="list-style-type: none">• Performing processes such as:<ul style="list-style-type: none">○ Differentiating between modern generation parts and older components.○ Identifying all components of a PC, both internal and external. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p style="text-align: center;">Learning Targets</p> <p>Students know how to:</p> <ul style="list-style-type: none">• Identify names, purposes, and characteristics of specific hardware components.• Identify operating systems.• Organize internal computer components by purpose and order of installation.• Diagram computer functionality and the purpose of each part related to other parts.• Depict the shape and size of input/output ports for recognition purposes.	
<p style="text-align: center;">Learning Design</p> <ol style="list-style-type: none">1. Input/Output PC diagram2. Internal Chassis Diagram3. PC Construction/Deconstruction Labs	

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Course: A+ Certification
Grade Level: 9-12
LG 3 Safe Handling

High Priority Standards	
<p>National Business Education Standards Information Technology II. Hardware Achievement Standard: Describe current and emerging hardware; configure, install, and upgrade hardware; diagnose problems; and repair hardware.</p>	
Learning Goal	Proficiency Scale
<p>Students will be able to handle computer equipment safely.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Applying safety techniques while operating tools and installing internal computer components. • Explaining techniques for operating AC line-operated equipment safely, such as isolation transformers, grounding, leakage current testing, and GFI. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: First Aid, RF devices, Fire Extinguisher, Abrasion, GFI. • Performing processes such as:

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	<ul style="list-style-type: none">○ Identifying workplace safety practices, such as how to handle tools and work with electricity, prevent falls and eye damage, avoid environmental hazards. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p style="text-align: center;">Learning Targets</p> <p>Students know how to:</p> <ul style="list-style-type: none">• Stay safe when working with electrical equipment.• Minimize or eliminate further damage to computer systems.	
<p style="text-align: center;">Learning Design</p> <ol style="list-style-type: none">1. Safety Lab.2. PC Construction/Deconstruction Labs.	

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Course: A+ Certification
Grade Level: 9-12
LG 4 Computer Construction

High Priority Standards

National Business Education Standards

Information Technology

II. Hardware

Achievement Standard: Describe current and emerging hardware; configure, install, and upgrade hardware; diagnose problems; and repair hardware.

Missouri Learning Standards for Science and Technical Subjects

Key Ideas and Details

3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

Learning Goal	Proficiency Scale
Students will understand how to create a complex machine.	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Constructing a computer with supplied parts and tools. • Modifying installation procedures when unique computer chassis situations

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arise.

- Diagnosing computer installation errors and taking necessary corrective measures.

Level 2: Student demonstrates he/she is nearing proficiency by:

- Recognizing and recalling specific vocabulary, such as: Alternating Current, ATA, ATX/BTX, Berg cable Chassis/Case, Compact Disk Drive, CPU, Direct Current, ESD, Ground, Hard Disk Drive, Heat Sink, Integrate Drive Electronics, Light Emitting Diode (LED), Motherboard/Systemboard, Needle Nose Pliers, Network Interface Card (NIC), Phillips Screw, Phillips Screwdriver, RAM, Ratcheting Screwdriver, Standoff Screw, Universal Serial Bus, Video Card, Wire cutters, Static Electricity (ESD), ESD Bracelet, Anti-Static Bag.
- Performing processes such as:
 - Describing the functionality of each internal computer component.
 - Outlining the order in which each part is installed sequentially.
 - Identifying the role ESD has in impacting the functionality of internal computer components.
 - Describing safety protocol when handling tools and internal computer components.
 - Describing accepted anti-static (ESD) procedures.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Learning Targets

Students know how to:

- Build a computer with supplied parts.

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- Handle tools and computer parts safely.
- Diagnose installation errors

Learning Design

PC Construction/Deconstruction Labs.

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Course: A+ Certification
Grade Level: 9-12
LG 5 Operating Systems

August 2014

High Priority Standards

National Business Education Standards
Information Technology
II. Hardware

Achievement Standard: Describe current and emerging hardware; configure, install, and upgrade hardware; diagnose problems; and repair hardware.

Learning Goal	Proficiency Scale
Students will understand the programming required for computer functionality.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal. Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none">• Installing common operating systems, such as Windows and Linux.• Configuring operating system files.• Diagnosing and troubleshooting operating system configuration errors.• Evaluating and implementing system and network security practices. Level 2: Student demonstrates he/she is nearing proficiency by:

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- Recognizing and recalling specific vocabulary, such as: BIOS, Boot Disk, CMOS, Cold Boot, Command Prompt, Desktop, Device Manager, Directory, Driver, FDisk, File Extension, Filename, :Graphical User Interface, Icon, Jump Instruction, Linux, Logical Drive, Operating System, Partition, Registry, Start Menu, Taskbar, Task Manager, Terminal, Unix, Unix Prompt, Volume, Warm Boot
- Performing processes such as:
 - Identifying common operating systems.
 - Describing how various operating systems connect to networks.
 - Identifying operating system GUI components.
 - Outlining various operating system installation sequences.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Learning Targets

Students know how to:

- Install a variety of operating systems used with personal computers.

Learning Design

1. Windows XP Lab.
2. Windows 7 Lab.
3. Ubuntu Linux Lab.

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Course: A+ Certification

Grade Level: 9-12

LG 6 Peripherals

High Priority Standards

**National Business Education Standards
Information Technology**

II. Hardware

Achievement Standard: Describe current and emerging hardware; configure, install, and upgrade hardware; diagnose problems; and repair hardware.

Learning Goal	Proficiency Scale
Students will be able to maintain personal computer peripheral devices.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal. Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none">• Analyzing the cause of and troubleshooting common peripheral errors.• Interpreting technical manual solutions for common peripheral problems.• Explaining the causes and potential effects of defective I/O (In and Out) devices on a PC. Level 2: Student demonstrates he/she is nearing proficiency by:

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- Recognizing and recalling specific vocabulary, such as: AGP, Bandwidth, Bluetooth, Bus Mouse, Chip Creep, Coaxial, Dot Pitch, Firewire, Flat Panel Monitor, Graphics Accelerator, HDMI, Hot-pluggable, Hot-swapping, Hub, I/O Controller Card, IEEE 1284, IEEE 1394, LCD, LED, Mini Jack, PCI, PCIe, PS/2, Refresh Rate, RJ-11, RJ-45, Serial, Touch Screen, USB, VGA.
- Performing processes such as:
 - Differentiating between various I/O ports.
 - Deciding between various peripherals and which ones are needed for specific tasks.
 - Identifying the types of cables that are compatible with specific I/O ports.
 - Describing the types of devices that are compatible with specific I/O ports.
 - Summarizing the troubleshooting process.
 - Describing parts of various I/O devices.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Learning Design

1. Peripheral Problem Troubleshooting Lab.
2. I/O port Diagram.

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Business Department

Course: A+ Certification

Grade Level: 9-12

LG 7 Maintenance and Repair

High Priority Standards

National Business Education Standards

Information Technology

II. Hardware

Achievement Standard: Describe current and emerging hardware; configure, install, and upgrade hardware; diagnose problems; and repair hardware.

Learning Goal	Proficiency Scale
Students will be able to maintain personal computer internal functions.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal. Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none">• Evaluating errors within system log files.• Mapping potential sequences for addressing possible problem areas as part of the troubleshooting and repair process.

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	<p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: alternating current, ATA, ATX/BTX, Berg Cable, BIOS, Boot Disk, Chassis/Case, CMOS, cold boot, command prompt, compact disk drive, CPU, desktop, device manager, direct current, directory, driver, ESD, FDisk, file extension, filename, graphical user interface, ground, hard disk drive, heat sink, icon, integrate drive electronics, jump instruction, light emitting diode (LED), Linux, logical drive, motherboard/systemboard, needle nose pliers, network interface card (NIC), operating system, partition, phillips screw, phillips screwdriver, RAM, ratcheting screwdriver, registry, standoff screw, start menu, taskbar, task manager, terminal, universal serial bus, Unix, Unix prompt, video card, volume, warm boot, wire cutters, antistatic wipes, compressed air, cotton swabs, lint-free rags, vacuum, ESD, microfiber, filter, anti-bacterial wipes, utility software.• Performing processes such as:<ul style="list-style-type: none">○ Identifying cleaning chemicals and supplies that are safe for internal computer part usage.○ Identifying valid online resources with solutions to common PC problems.○ Describing the significance of backing up a PC before troubleshooting problems. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p>Learning Targets</p> <p>Students know how to:</p> <ul style="list-style-type: none">• Outline current cable infrastructure.• Diagram current network configurations.• Disassemble and reassemble a computer chassis in order to access internal spaces for cleaning.	

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Learning Design

1. Safety Lab.
2. PC Tools Recognition Lab.
3. Internal/External PC Cleaning Lab.
4. PC Troubleshooting Scenarios.

Course: A+ Certification

Grade Level: 9-12

LG 8 Applications

High Priority Standards

National Business Education Standards

Information Technology

V. Productivity Software

Achievement Standard: Identify, evaluate, select, install, use, upgrade, and customize productivity software; diagnose and solve software problems.

Learning Goal	Proficiency Scale
<p>Students will be able to maintain personal computer applications.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Troubleshooting computer applications and file management systems. • Differentiating between operating system and application errors. • Devising and performing potential solutions to common application errors.

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Level 2: Student demonstrates he/she is nearing proficiency by:

- Recognizing and recalling specific vocabulary, such as: 32-bit, 64-bit, BIOS, boot disk, BSOD, CMOS, cold boot, command prompt, compatible, control panel, desktop, device manager, directory, driver, executable files, FDisk, file extension, filename, graphical user interface, icon, jump instruction, Linus, logical drive, malware, menu, multitasking, multithreading, operating system, partition, registry, start menu, system file, system requirements, taskbar, task manager, terminal, Trojan Horse, Unix, Unix prompt, virus, volume, warm boot, worm.
- Performing processes such as:
 - Describing general steps when troubleshooting an under-performing application.
 - Describing how the task manager can be used to address application concerns.
 - Identifying parts of an application and locations within the application for troubleshooting specific errors.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Learning Targets

Students know how to:

- Install common applications.
- Uninstall common applications.
- Use the internet as a solutions tool.

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Course: A+ Certification

Grade Level: 9-12

LG 9 Electricity

High Priority Standards

National Business Education Standards

Information Technology

II. Hardware

Achievement Standard: Describe current and emerging hardware; configure, install, and upgrade hardware; diagnose problems; and repair hardware.

Learning Goal	Proficiency Scale
Students will understand the electrical function of each computer component.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal. Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none">• Generating electrical measures of internal PC components using a multimeter.• Diagnosing internal computer component problems as a result of electrical measurements.

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	<p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: AC, amp, capacitor, conductor, DC, desktop, diode, EMI, Energy Star compliant, ESD, ESD bracelet, form factor, ground, hot, insulator, line conditioner, multimeter, neutral, ohm, power supply, resistor, semiconductors, tower, transformer, transistor, UPS, volt, watt• Performing processes such as:<ul style="list-style-type: none">○ Describing the nature of electrical devices.○ Summarizing types of computer cases and motherboard form factors.○ Describing the functionality of a multimeter.○ Identifying basic electrical units of measurement. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
Learning Design	
1. Power Supply Lab.	

WGSD Curriculum
Business Department

Course: A+ Certification

Grade Level: 9-12

LG 10 Networks

High Priority Standards

National Business Education Standards

Information Technology

II. Hardware

Achievement Standard: Describe current and emerging hardware; configure, install, and upgrade hardware; diagnose problems; and repair hardware.

XVI. Technical Support and Training

Achievement Standard: Develop the technical and interpersonal skills and knowledge to train and support the user community.

Learning Goal	Proficiency Scale
Students will understand computer networks.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal. Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none">• Differentiating between network topologies.• Explaining different types of physical network architectures.• Explaining how networking works with various operating systems.

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Level 2: Student demonstrates he/she is nearing proficiency by:

- Recognizing and recalling specific vocabulary, such as: 10BaseT, 100BaseT, 802.11a,b,g,n, AP, Adapter Address, Bandwidth, Bluetooth, Bridge, Broadband, Broadcast, Bus Topology. Cable Modem, Client, Coaxial Cable, Gateway, DHCP, DSL, IP Address, Ethernet, Fiber Optic, Gigabit, Host, Host Name, Hub, Intranet, LAN, MAC Address, NETBEUI, NIC, Printer, Node, Octet, Patch Cable, P2P, Physical Address, Ping, Protocol, Proxy, Server, Repeater, RJ-45, STP, UTP, Static IP, Subnet, TCP/IP, Token Ring, WAN, Wi-Fi, WLAN
- Performing processes such as:
 - Describing how to install a network card and a network protocol using various operating systems.
 - Describing troubleshooting tools and tips for network connections.
 - Describing how to connect networks to each other.
 - Identifying how computing devices connect wirelessly for Internet connectivity.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Learning Targets

Students know how to:

- Diagnose network connectivity.
- Generate patch and crossover cables.
- Install network cards.
- Connect devices to a network both wirelessly and hardwired.

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Learning Design

1. Local Area Network Diagram.
2. Wide Area Network Diagram.
3. LAN Lab.

Course: A+ Certification

Grade Level: 9-12

LG 11 Customer Service

High Priority Standards

National Business Education Standards

Information Technology

II. Hardware

Achievement Standard: Describe current and emerging hardware; configure, install, and upgrade hardware; diagnose problems; and repair hardware.

XVI. Technical Support and Training

Achievement Standard: Develop the technical and interpersonal skills and knowledge to train and support the user community.

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Learning Goal	Proficiency Scale
Students will understand customer relationships and user support.	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none">• Generating user and/or network administrator documentation.• Developing constructive problem solving methods when interacting with computer users.• Explaining and demonstrating various troubleshooting approaches to common PC problems. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: service documentation, customer support, rescue disk, startup disk, virus protection, troubleshooting,• Performing processes such as:<ul style="list-style-type: none">○ Producing maintenance logs.○ Identifying specific security procedures.○ Communicating remote access and phone support options.○ Explaining the purpose of a rescue or startup disk.○ Explaining the importance and availability of diagnostic and virus protection software. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>

Course: Computer Programming with Java

Grade Level: 9-12

LG 1 Origins of the Industry

High Priority Standards

National Business Education Standards

Information Technology

I. Impact on Society

Achievement Standard: Assess the impact of information technology in a global society.

III. Operating Systems and Utilities

Achievement Standard: Identify, evaluate, select, install, use, upgrade, customize, and diagnose and solve problems with various types of operating systems and utilities.

VIII. Information Retrieval and Synthesis

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Achievement Standard: Gather, evaluate, use, cite, and disseminate information from technology sources.

Learning Goal	Proficiency Scale
<p>Students will be able to understand the evolution and nature of the technology industry.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Explaining the binary representation of data and its role in the development of the computer industry. • Differentiating between various operating systems available today and their functionality for a user. • Applying the Software Development Life Cycle model to a given program. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <p style="padding-left: 40px;">Recognizing and recalling specific vocabulary, such as: application software, assembly language auxiliary input/output (I/O), bit, byte, central processing unit (CPU), hardware, information hiding, instance variables, internal memory, machine language, network connection, object-oriented programming, primary memory, ram, secondary memory, software, software development life cycle (SLDC), system software, ubiquitous computing, user interface, waterfall model.</p> <ul style="list-style-type: none"> • Performing processes such as: <ul style="list-style-type: none"> ○ Describing a brief history of the computer industry.

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	<ul style="list-style-type: none">○ Identifying hardware and software components.○ Relating binary numbers with computer data processing○ Identifying on the fundamental concepts of object-oriented programming. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p style="text-align: center;">Learning Design</p> <ol style="list-style-type: none">1. Project 1-1: Computer Inventory2. Video: Triumph of the Nerds Volume I	

Course: Computer Programming with Java
Grade Level: 9-12
LG 2 Java Applications

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High Priority Standards

National Business Education Standards

Information Technology

IV. Input Technologies

Achievement Standard: Use various input technologies to enter and manipulate information appropriately.

V. Productivity Software

Achievement Standard: Identify, evaluate, select, install, use, upgrade, and customize productivity software; diagnose and solve software problem

Learning Goal	Proficiency Scale
<p>Students will be able to edit, compile, and execute Java applications.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Constructing a custom Java application given specific requirements using the Eclipse IDE. • Writing custom statements and variables. • Differentiating between graphical and terminal applications. • Differentiating between objects and variables. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: applet, assignment operator, byte code, DOS development environment, graphical user interface, hacking, import statement, integrated development environment, interpreter, Java virtual machine, just in time compilation, panel, panes, parameter, source code, statement, terminal I/O user interface, variable. • Performing processes such as:

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	<ul style="list-style-type: none">○ Summarizing the function of a given line of code.○ Describing parts of a Java application.○ Producing a functioning Java application given a sample from the text. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p style="text-align: center;">Learning Design</p> <ul style="list-style-type: none">• Project 2-1: Telephone Number• Project 2-2: Yield Sign• Project 2-4: Minutes in a Year• Project 2-6: National Flags• Project 2-7: 3x3 Grid	

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LG 3 Java Language

High Priority Standards	
<p>National Business Education Standards Information Technology IV. Input Technologies Achievement Standard: Use various input technologies to enter and manipulate information appropriately. V. Productivity Software Achievement Standard: Identify, evaluate, select, install, use, upgrade, and customize productivity software; diagnose and solve software problem</p>	
Learning Goal	Proficiency Scale
<p>Students will be able to utilize Java language syntax, semantic, and logics errors.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Explaining variables in types of data limitations. • Diagnosing and debugging an application. • Constructing a large program with simple code. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: arithmetic expression, comments, coordinate system, exception, graphics context, keywords, literal, logic error, method signature, origin, package, pseudo-code, reserved words, run-time error, screen coordinate system, semantics, syntax, syntax errors, variable declaration statement, virus. • Performing processes such as: <ul style="list-style-type: none"> ○ Using an arithmetic expression.

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- Identifying the process of importing an external library.
- Construct shapes using book-defined methods.
- Identifying errors and label them with the type of error
- Differentiating between different error types.
- Explaining the meaning of syntax and semantic errors.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Learning Design

- Project 3-1: Surface Area of a Cube
- Project 3-2: Radius of a Sphere
- Project 3-4: Overtime
- Project 3-6: Muller-Lyer Illusion

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Course: Computer Programming with Java

Grade Level: 9-12

LG 4 Java Control Statements

High Priority Standards	
<p>National Business Education Standards Information Technology IV. Input Technologies Achievement Standard: Use various input technologies to enter and manipulate information appropriately. V. Productivity Software Achievement Standard: Identify, evaluate, select, install, use, upgrade, and customize productivity software; diagnose and solve software problem</p>	
Learning Goal	Proficiency Scale
<p>Students will be able to construct Java control statements.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Detecting and correcting common errors involving loops. • Explaining the use of one type of control statement over another and why it is better. • Constructing appropriate conditions for control statements using relational operators. • Constructing increment and decrement operators in control statements. • Creating a custom application using control statements. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: control

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	<p>statement, counter, count-controlled loop, flowchart, infinite loop, iterations, off-by-one error, overloading, random number generator, sentinel, task-controlled loop.</p> <ul style="list-style-type: none">• Performing processes such as:<ul style="list-style-type: none">• Describing standard math methods.• Restating if and if-else statements to make choices.• Identifying while and for loops when used to repeat a process. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p style="text-align: center;">Learning Design</p> <ul style="list-style-type: none">• Project 4-1: Quotient and Dividend• Project 4-2: Triangle• Project 4-3: Telephone Call• Project 4-11: Checkerboard• Project 4-13: Induced Contrast• Custom Control Statement Game	

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Course: Computer Programming with Java

Grade Level: 9-12

LG 5 Custom Java Classes

High Priority Standards	
<p>National Business Education Standards Information Technology IV. Input Technologies Achievement Standard: Use various input technologies to enter and manipulate information appropriately. V. Productivity Software Achievement Standard: Identify, evaluate, select, install, use, upgrade, and customize productivity software; diagnose and solve software problem</p>	
Learning Goal	Proficiency Scale
<p>Students will be able to write custom Java classes.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Generating a custom application. • Devising custom mutator, helper, and accessor methods in order to develop an application that meets program requirements. • Constructing a program in terms of a view class and a model class. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: accessor, actual parameter, behavior, constructor, encapsulation, formal parameter, helper method, identity, instantiation, lifetime, mutator, scope, state,

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	<p>visibility modifier.</p> <ul style="list-style-type: none">• Performing processes such as:<ul style="list-style-type: none">○ Depicting a simple class from user requirements.○ Identifying visibility modifiers.○ Identifying instance variables, local variables, and parameters appropriately.○ Outlining a complex task in terms of helper methods. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p style="text-align: center;">Learning Design</p> <ul style="list-style-type: none">• Project 6-1: Student Class tutorial• Project 6-5: Bank Account• Project 6-6: Patrons of a Library	

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Course: Computer Programming with Java

Grade Level: 9-12

LG 6 User Interface

High Priority Standards	
<p>National Business Education Standards Information Technology IV. Input Technologies Achievement Standard: Use various input technologies to enter and manipulate information appropriately. V. Productivity Software Achievement Standard: Identify, evaluate, select, install, use, upgrade, and customize productivity software; diagnose and solve software problem</p>	
Learning Goal	Proficiency Scale
<p>Students will be able to create the Java User interface.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Generating new algorithms to modify the appearance of an image. • Producing a loop to visit a sequence of data values. • Writing a nested loop to visit positions in a two-dimensional grid of data values. • Modifying algorithms to change the way sound files are edited. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: accessors, application programming interface, aspect ratio, default constructor, edge detection, enhanced for loop, mutators, object instantiation, object

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	<p>recognition, row-major traversal, sampling rate, screen coordinate system, sound clip, splicing.</p> <ul style="list-style-type: none">• Performing processes such as:<ul style="list-style-type: none">○ Illustrating the concepts of object-based programming.○ Identifying algorithms that perform simple transformations of sound clips.○ Clarifying the purpose of image posterizing methods. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p style="text-align: center;">Learning Design</p> <ul style="list-style-type: none">• Project 5-1: Black and White Image• Project 5-2: Grayscale Image• Project 5-3: Negative Photo• Custom Image Game Application	

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Course: Computer Programming with Java

Grade Level: 9-12

LG 7 Embedding Java

High Priority Standards	
<p>National Business Education Standards Information Technology IV. Input Technologies Achievement Standard: Use various input technologies to enter and manipulate information appropriately. V. Productivity Software Achievement Standard: Identify, evaluate, select, install, use, upgrade, and customize productivity software; diagnose and solve software problem</p>	
Learning Goal	Proficiency Scale
<p>Students will be able to embed Java Programs into websites.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Creating a custom Java applet. • Critiquing an applet for appropriate website integration. • Editing code and correcting errors. • Constructing an HTML list and an HTML table to represent a linear sequence of items and a two-dimensional grid of items. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: absolute path name, associative link, definition list, external image, hyperlinks, hypermedia, hypertext, hypertext markup language (HTML), inline

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	<p>image, markup tag, memex, relative patch name, uniform resource locator (URL).</p> <ul style="list-style-type: none">• Performing processes such as:<ul style="list-style-type: none">○ Describing the basic features of hypertext, hypermedia, and the World Wide Web.○ Composing basic HTML markup tags to format text for a Web page.○ Identifying errors within Java applet code.○ Identifying the appropriate use of markup tags to include images in Web pages.○ Writing code to create links to other web pages using absolute or relative path names.○ Restating Java code to produce a Java applet. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p style="text-align: center;">Learning Design</p> <ul style="list-style-type: none">• Project 9-1: Making a Webpage• Project 9-2: Modifying a Webpage• Project 9-3/4: Adding Webpage Links• Project 9-5: Webpages and Applets	

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Course: Computer Programming with Java

Grade Level: 9-12

LG 8 Java Arrays

High Priority Standards

National Business Education Standards

Information Technology

IV. Input Technologies

Achievement Standard: Use various input technologies to enter and manipulate information appropriately.

V. Productivity Software

Achievement Standard: Identify, evaluate, select, install, use, upgrade, and customize productivity software; diagnose and solve software problem.

VIII. Information Retrieval and Synthesis

Achievement Standard: Gather, evaluate, use, cite, and disseminate information from technology sources.

Learning Goal	Proficiency Scale
<p>Students will be able to create original Java arrays.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Examining arrays for syntax errors. • Editing Java code to fit a customer request requirement. • Accessing, sorting, and editing data stored within a created array. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: array, element, enhanced for loop, index, initializer list, logical size, parallel arrays,

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	<p>physical size, procedural decomposition, range-bound error, structure chart, subscript.</p> <ul style="list-style-type: none">• Performing processes such as:<ul style="list-style-type: none">○ Writing programs that handle collections of similar items.○ Composing array variables and instantiate array objects.○ Identifying arrays with loops, including enhanced for loops.○ Identifying parallel arrays and two-dimensional arrays. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p style="text-align: center;">Learning Design</p> <ul style="list-style-type: none">• Project 10-1: Even and Odd Arrays• Project 10-2: Average Array• Project 10-3: Parallel Arrays	

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Grade Level: 9-12

LG 1 Origins of the Industry

High Priority Standards	
<p>National Business Education Standards Information Technology I. Impact on Society Achievement Standard: Assess the impact of information technology in a global society.</p> <p>III. Operating Systems and Utilities Achievement Standard: Identify, evaluate, select, install, use, upgrade, customize, and diagnose and solve problems with various types of operating systems and utilities.</p> <p>VIII. Information Retrieval and Synthesis Achievement Standard: Gather, evaluate, use, cite, and disseminate information from technology sources.</p>	
Learning Goal	Proficiency Scale
<p>Students will be able to understand the evolution and nature of the technology industry.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Explaining the binary representation of data and its role in the development of the computer industry. • Differentiating between various operating systems available today and their functionality for a user. • Applying the Software Development Life Cycle model to a given program. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: Application software, Assembly language, Auxillary input/output (I/O), Bit, Byte, Central

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	<p>Processing Unit (CPU), Hardware, Information Hiding, Instance Variables, Internal Memory, Machine Language, Network Connection, Object-oriented Programming, Primary Memory, RAM, Secondary Memory, Software development life cycle (SLDC), System Software, Ubiquitous computing, User Interface, Waterfall Model</p> <ul style="list-style-type: none">• Performing processes such as:<ul style="list-style-type: none">○ Describing a brief history of the computer industry.○ Identifying hardware and software components.○ Relating binary numbers with computer data processing.○ Identifying on the fundamental concepts of object-oriented programming. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p style="text-align: center;">Learning Design</p> <ol style="list-style-type: none">3. Triumph of the Nerds Vol. I.4. Triumph of the Nerds Vol. II.5. Triumph of the Nerds Vol. III.6. History of the Computer by The History Channel.	

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Grade Level: 9-12
LG 2 Java Applications

High Priority Standards	
<p>National Business Education Standards Information Technology</p> <p>IX. Database Management Systems Achievement Standard: Use, plan, develop, and maintain database management systems.</p> <p>X. Systems Analysis and Design Achievement Standard: Analyze and design information systems using appropriate development tools.</p>	
Learning Goal	Proficiency Scale
<p>Students will be able to edit, compile, and execute Java applications.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Constructing a custom Java application given specific requirements using the Eclipse IDE. • Writing custom statements and variables. • Differentiating between graphical and terminal applications. • Differentiating between objects and variables. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: applet, assignment operator, byte code, DOS development environment, graphical user interface, hacking, import statement, integrated development environment, interpreter, Java virtual machine, just in time compilation, panel, panes, parameter, source code, statement, terminal I/O user interface, variable. • Performing processes such as:

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- Summarizing the function of a given line of code.
- Describing parts of a Java application.
- Producing a functioning Java application given a sample from the text.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Learning Design

1. Hello World Tutorial.
2. Chapters 1-9 Review.

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Course: AP Java
Grade Level: 9-12
LG 3 Java Language

High Priority Standards	
<p>National Business Education Standards Information Technology IX. Database Management Systems Achievement Standard: Use, plan, develop, and maintain database management systems. X. Systems Analysis and Design Achievement Standard: Analyze and design information systems using appropriate development tools.</p>	
Learning Goal	Proficiency Scale
<p>Students will be able to design and implement solutions to programming problems.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Developing custom algorithms to solve common mathematical problems. • Comparing the types of errors possible in programming. • Evaluating variables as input or output variables and by the type of data they hold. • Writing, running and debugging Java applications. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: arithmetic expression, comments, coordinate system, debug, exception, graphics context, keywords, literal, logic error, method signature, origin, package, pseudocode, reserved words, reversed words, screen coordinate system, semantics, syntax, variable declaration statement, virus.

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	<ul style="list-style-type: none">• Performing processes such as:<ul style="list-style-type: none">○ Outlining a Java application using Pseudocode statements.○ Writing variable and class declaration statements.○ Identifying the overall purpose of a Java application.○ Producing a functioning Java application using inputs and outputs.○ Diagraming the flow of data in and out of the program using flowcharts. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p style="text-align: center;">Learning Design</p> <p>1. Syntax, Errors and Debugging Review.</p>	

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Course: AP Java
Grade Level: 9-12
LG 4 Arrays

High Priority Standards

National Business Education Standards
Information Technology

IX. Database Management Systems

Achievement Standard: Use, plan, develop, and maintain database management systems.

X. Systems Analysis and Design

Achievement Standard: Analyze and design information systems using appropriate development tools.

Learning Goal	Proficiency Scale
<p>Students will be able to implement arrays for data structure and organization.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Diagnosing syntax and logic errors contained within arrays structures. • Producing parallel arrays and two-dimensional arrays. • Diagramming the functionality of a program using Pseudocode. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: array, element, enhanced for loop, index, initializer list, logical size, parallel arrays, physical size, procedural decomposition, range-bound error, structure chart, subscript. • Performing processes such as:

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- Writing programs that handle collections of similar items.
- Writing array variables and instantiate array objects.
- Writing methods to manipulate arrays.
- Identifying effective uses for arrays and data storage.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Learning Design

- 1- Project 10-1: Even and Odd Array List.
- 2- Project 10-2: Average of Numbers Array List.
- 3- Project 10-3: Mode of Numbers Array List.

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Course: AP Java

Grade Level: 9-12

LG 5 Attributes and Behaviors

High Priority Standards	
<p>National Business Education Standards Information Technology IX. Database Management Systems Achievement Standard: Use, plan, develop, and maintain database management systems. X. Systems Analysis and Design Achievement Standard: Analyze and design information systems using appropriate development tools.</p>	
Learning Goal	Proficiency Scale
<p>Students will be able to develop attributes and behaviors of computational objects.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Generating abstract classes with custom variables and methods. • Differentiating between abstract and regular classes. • Comparing and contrasting between preconditions and postconditions. • Devising appropriate instances for polymorphism. • Explaining how to extend a class through inheritance. • Explaining the implications of reference types for equality, copying, and mixed-mode operations. • Explaining when it is appropriate to include class (static) variables and methods in a class.

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	<p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: abstract class, abstract method, aggregation, aliasing, class (static) method, class (static) variable, concrete class, dependency, final method, inheritance, interface, over-riding, post-condition, precondition.• Performing processes such as:<ul style="list-style-type: none">○ Describing the role of Java interfaces in a software system and defining an interface for a set of implementing classes.○ Describing the use of polymorphism and explain how to override methods in a superclass.○ Summarizing methods that have preconditions, post-conditions, and that throw exceptions.○ Identifying syntax and logic errors within code. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p style="text-align: center;">Learning Design</p> <ul style="list-style-type: none">• Project 11-1: Animal Kingdom Classes.• Project 11-2: Classification or Artifacts.• Project 11-5: Bank Accounts.	

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Course: AP Java

Grade Level: 9-12

LG 6 Searching and Sorting Arrays

High Priority Standards	
<p>National Business Education Standards Information Technology IX. Database Management Systems Achievement Standard: Use, plan, develop, and maintain database management systems. X. Systems Analysis and Design Achievement Standard: Analyze and design information systems using appropriate development tools.</p>	
Learning Goal	Proficiency Scale
<p>Students will be able to write methods for searching and sorting an array.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Editing and manipulating two dimensional arrays. • Generating Java code for multidimensional arrays. • Writing a method for searching an array. • Writing a method to perform insertions and removals at given positions in an array. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> ○ Recognizing and recalling specific vocabulary, such as: binary search, bubble sort, insertion sort, linear sort, multidimensional array, one-

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	<p>dimensional array, ragged array, selection sort, two-dimensional array.</p> <ul style="list-style-type: none">• Performing processes such as:<ul style="list-style-type: none">○ Identifying syntax and logic errors within code.○ Devising appropriate uses for searching through arrays. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p style="text-align: center;">Learning Design</p> <ul style="list-style-type: none">• Project 12-1: ArrayList.• Project 12-4: Tic-Tac-Toe.• Project 12-9: Sudoku.	

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Course: AP Java
Grade Level: 9-12
LG 7 Recursive Methods

<p>National Business Education Standards Information Technology IX. Database Management Systems Achievement Standard: Use, plan, develop, and maintain database management systems. X. Systems Analysis and Design Achievement Standard: Analyze and design information systems using appropriate development tools.</p>	
Learning Goal	Proficiency Scale
<p>Students will be able to devise and implement a recursive method to solve a problem.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Designing a recursive method to solve a problem. • Diagnosing and testing a recursive method for correctness. • Generating a simple complexity analysis of an algorithm using big-O notation. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> ○ Recognizing and recalling specific vocabulary, such as: activation record, big-o notation, binary search algorithm, call stack, complexity analysis, infinite recursion, iterative process, merge sort, quicksort, recursive method, recursive step, stack, stack overflow error, stopping state, tail-recursive. • Performing processes such as: <ul style="list-style-type: none"> ○ Understanding the similarities and differences between recursive and

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	<p>iterative solutions of a problem.</p> <ul style="list-style-type: none">○ Understanding how a computer executes a recursive method.○ Explaining typical orders of complexity.○ Understanding the behavior of a complex sort algorithm. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p style="text-align: center;">Learning Design</p> <ul style="list-style-type: none">• Project 13-1: Greatest Common Divisor.• Project 13-2: Reverse Order Characters.• Project 13-5: Count Comparison and Exchange Operations.	

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Course: AP Java
Grade Level: 9-12
LG 8 Collections

High Priority Standards

**National Business Education Standards
Information Technology**

VIII. Information Retrieval and Synthesis

Achievement Standard: Gather, evaluate, use, cite, and disseminate information from technology sources.

IX. Database Management Systems

Achievement Standard: Use, plan, develop, and maintain database management systems.

X. Systems Analysis and Design

Achievement Standard: Analyze and design information systems using appropriate development tools.

Learning Goal	Proficiency Scale
Students will be able to identify software collection categories and operations.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal. Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none">• Differentiating and choosing the best option between different categories of collections and the operations on them.• Explaining collection implementation methods based on their performance characteristics.• Explaining collection's interface and its implementing classes.• Diagnosing syntax and logic errors with collections.

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	<p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none">○ Recognizing and recalling specific vocabulary, such as: association list, collection, dictionary, hashing, iterator, keyed list, list, map, queue, set, stack, table, type parameter, type variable, wrapper class.• Performing processes such as:<ul style="list-style-type: none">○ Identifying different categories of collections and the operations on them.○ Describing list, stack, queue, set and map collections used to solve problems. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p style="text-align: center;">Learning Design</p> <ul style="list-style-type: none">• Project 14-1: Outputting Uppercase Strings.• Project 14-2: Unique Integers.	

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Course: AP Java

Grade Level: 9-12

LG 9 Method Development

High Priority Standards

**National Business Education Standards
Information Technology**

IV. Input Technologies

Achievement Standard: Use various input technologies to enter and manipulate information appropriately.

V. Productivity Software

Achievement Standard: Identify, evaluate, select, install, use, upgrade, and customize productivity software; diagnose and solve software problems.

VIII. Information Retrieval and Synthesis

Achievement Standard: Gather, evaluate, use, cite, and disseminate information from technology sources.

Learning Goal	Proficiency Scale
Students will be able to organize, edit and develop new methods for a large project with classes and subclasses.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal. Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none">• Editing attributes and behaviors of actors.• Generating conclusions about various behaviors.• Generating Java code to create additional actors and objects.• Detecting locations within the project where the class can be extended for inheritance purposes.

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	<p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none">○ Recognizing and recalling specific vocabulary, such as: abstract, accessor, actor, adjacent, antennae, behavior, bounded grid, bug, class extension, constructor, critter, grid, gridworld, GUI, interface, method, object, parameter, precondition, runner class, source code, state, unbounded grid.• Performing processes such as:<ul style="list-style-type: none">○ Describing attribute and behavior of actor objects.○ Describing Bug variations.○ Conceptualizing the overall purpose of the GridWorld Grid and its actors and objects.○ Understanding the process of creating actors and objects.○ Summarizing classes that extended the Critter class.○ Explaining grid data structures. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p style="text-align: center;">Learning Design</p> <p>Grid World Case Study: Parts 1-5.</p>	

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Course: Computer Networking

Grade Level: 9-12

LG 1 Origin of the Industry

High Priority Standards	
<p>National Business Education Standards Information Technology I. Impact on Society Achievement Standard: Assess the impact of information technology in a global society.</p> <p>CCSS SC 8: Impact of science, technology and human activity on resources and the environment</p>	
Learning Goal	Proficiency Scale
<p>Students will understand the evolution and nature of the technology industry.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Explaining the origin of the PC industry and its impact on today’s society. • Analyzing the connection between pre-1990 technology and modern technology. • Determining why modern technology companies arose to their current status as technology leaders. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p>

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	<ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: Altair, Alto, Binary code, CD, Circuit, Computer, Computer kit, CPU, Eniac, Enigma, I/O devices, Intel, microprocessor, MITS, Nerd, Peripheral, Programming language, Punch card, RAM, Silicon, Transistor, Vacuum tube, VCR, VHS, and VisiCalc.• Performing processes such as:<ul style="list-style-type: none">○ Outlining the evolution of the personal computer.○ Identifying the significance of key individuals their impacts on the personal computer industry. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p style="text-align: center;">Learning Targets</p> <p>Students know how to:</p> <ul style="list-style-type: none">• Identify hardware and software companies.• Describe how the earliest computers functioned.	
<p style="text-align: center;">Learning Design</p> <ol style="list-style-type: none">5. History of the Computer by the History Channel (video)6. Triumph of the Nerds Vol. I7. Triumph of the Nerds Vol. II8. Triumph of the Nerds Vol. III	

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Course: Computer Networking

Grade Level: 9-12

LG 2 PC Components

High Priority Standards	
<p>National Business Education Standards Information Technology II. Hardware Achievement Standard: Describe current and emerging hardware; configure, install, and upgrade hardware; diagnose problems; and repair hardware</p>	
Learning Goal	Proficiency Scale
<p>Students will understand the construction and operation of the personal computer.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Explaining the purpose each computer component has in the overall functionality of a PC. • Determining how each component functions as part of the completed machine. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: AGP slots, ATA, Bluetooth, Bridge, Bus, Capacitor, CPU, DVI, FireWire, HDMI, Heat Sync, Integrated Drive Electronics (IDE), Mini-Jack, Parallel port, PCIe slots, Power

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	<p>Supply, PS/2, RAM, RAM slot, RJ-11, RJ-45, Serial ATA, Serial port, Universal Serial Bus (USB), USB 2.0, 3.0, Video Graphics Adapter (VGA).</p> <ul style="list-style-type: none">• Performing processes such as:<ul style="list-style-type: none">○ Differentiating between modern generation parts and older components.○ Identifying all components of a PC, both internal and external. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p style="text-align: center;">Learning Targets</p> <p>Students know how to:</p> <ul style="list-style-type: none">• Identify names, purposes, and characteristics of specific hardware components.• Identify operating systems.• Organize internal computer components by purpose and order of installation.• Diagram computer functionality and the purpose of each part related to other parts.• Depict the shape and size of input/output ports for recognition purposes.	
<p style="text-align: center;">Learning Design</p> <ol style="list-style-type: none">4. Input/Output PC diagram5. Internal Chassis Diagram6. PC Construction/Deconstruction Labs	

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Course: Computer Networking

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LG 3 Safe Handling

High Priority Standards

National Business Education Standards

Information Technology

II. Hardware

Achievement Standard: Describe current and emerging hardware; configure, install, and upgrade hardware; diagnose problems; and repair hardware.

Learning Goal	Proficiency Scale
Students will be able to handle computer equipment safely.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal. Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none">• Applying safety techniques while operating tools and installing internal computer components.• Explaining techniques for operating AC line-operated equipment safely, such as isolation transformers, grounding, leakage current testing, and GFI. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: First Aid, RF devices, Fire Extinguisher, Abrasion, GFI.• Performing processes such as:<ul style="list-style-type: none">○ Identifying workplace safety practices, such as how to handle tools and work with electricity, prevent falls and eye damage, avoid

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	<p>environmental hazards.</p> <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p style="text-align: center;">Learning Targets</p> <p>Students know how to:</p> <ul style="list-style-type: none">• Stay safe when working with electrical equipment.• Minimize or eliminate further damage to computer systems.	
<p style="text-align: center;">Learning Design</p> <ol style="list-style-type: none">4. Safety Lab.5. PC Construction/Deconstruction Labs.	

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Course: Computer Networking
Grade Level: 9-12
LG 4 Computer Construction

High Priority Standards

National Business Education Standards

Information Technology

II. Hardware

Achievement Standard: Describe current and emerging hardware; configure, install, and upgrade hardware; diagnose problems; and repair hardware.

Missouri Learning Standards for Science and Technical Subjects

Key Ideas and Details

Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

Learning Goal	Proficiency Scale
Students will understand how to create a complex machine.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal. Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none">• Constructing a computer with supplied parts and tools.• Modifying installation procedures when unique computer chassis situations arise.• Diagnosing computer installation errors and taking necessary corrective measures.

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	<p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: Alternating Current, ATA, ATX/BTX, Berg cable Chassis/Case, Compact Disk Drive, CPU, Direct Current, ESD, Ground, Hard Disk Drive, Heat Sink, Integrate Drive Electronics, Light Emitting Diode (LED), Motherboard/Systemboard, Needle Nose Pliers, Network Interface Card (NIC), Phillips Screw, Phillips Screwdriver, RAM, Ratcheting Screwdriver, Standoff Screw, Universal Serial Bus, Video Card, Wire cutters, Static Electricity (ESD), ESD Bracelet, Anti-Static Bag.• Performing processes such as:<ul style="list-style-type: none">○ Describing the functionality of each internal computer component.○ Outlining the order in which each part is installed sequentially.○ Identifying the role ESD has in impacting the functionality of internal computer components.○ Describing safety protocol when handling tools and internal computer components.○ Describing accepted anti-static (ESD) procedures. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p>Learning Design</p> <p>PC Construction/Deconstruction Labs.</p>	

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Course: Computer Networking
Grade Level: 9-12
LG 5 Operating Systems

High Priority Standards	
<p>National Business Education Standards Information Technology II. Hardware Achievement Standard: Describe current and emerging hardware; configure, install, and upgrade hardware; diagnose problems; and repair hardware.</p>	
Learning Goal	Proficiency Scale
<p>Students will understand the programming required for computer functionality.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Installing common operating systems, such as Windows and Linux. • Configuring operating system files. • Diagnosing and troubleshooting operating system configuration errors. • Evaluating and implementing system and network security practices. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: BIOS, Boot Disk, CMOS, Cold Boot, Command Prompt, Desktop, Device Manager, Directory, Driver, FDisk, File Extension, Filename, :Graphical User Interface, Icon, Jump

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	<p>Instruction, Linux, Logical Drive, Operating System, Partition, Registry, Start Menu, Taskbar, Task Manager, Terminal, Unix, Unix Prompt, Volume, Warm Boot</p> <ul style="list-style-type: none">• Performing processes such as:<ul style="list-style-type: none">○ Identifying common operating systems.○ Describing how various operating systems connect to networks.○ Identifying operating system GUI components.○ Outlining various operating system installation sequences. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
Learning Targets	
<p>Students know how to:</p> <ul style="list-style-type: none">• Install a variety of operating systems used with personal computers.	
Learning Design	
<ul style="list-style-type: none">4. Windows XP Lab.5. Windows 7 Lab.6. Ubuntu Linux Lab.	

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Course: Computer Networking
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LG 6 Peripherals

High Priority Standards	
<p>National Business Education Standards Information Technology II. Hardware Achievement Standard: Describe current and emerging hardware; configure, install, and upgrade hardware; diagnose problems; and repair hardware.</p>	
Learning Goal	Proficiency Scale
<p>Students will be able maintain personal computer peripheral devices.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Analyzing the cause of and troubleshooting common peripheral errors. • Interpreting technical manual solutions for common peripheral problems. • Explaining the causes and potential effects of defective I/O (In and Out) devices on a PC. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: AGP, Bandwidth, Bluetooth, Bus Mouse, Chip Creep, Coaxial, Dot Pitch, Firewire, Flat Panel Monitor, Graphics Accelerator, HDMI, Hot-pluggable, Hot-swapping, Hub, I/O Controller Card, IEEE 1284, IEEE 1394, LCD, LED, Mini Jack, PCI,

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	<p>PCIe, PS/2, Refresh Rate, RJ-11, RJ-45, Serial, Touch Screen, USB, VGA.</p> <ul style="list-style-type: none">• Performing processes such as:<ul style="list-style-type: none">○ Differentiating between various I/O ports.○ Deciding between various peripherals and which ones are needed for specific tasks.○ Identifying the types of cables that are compatible with specific I/O ports.○ Describing the types of devices that are compatible with specific I/O ports.○ Summarizing the troubleshooting process.○ Describing parts of various I/O devices. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p style="text-align: center;">Learning Design</p> <p>3. Peripheral Problem Troubleshooting Lab. 4. I/O port Diagram.</p>	

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Course: Computer Networking

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LG 7 Maintenance and Repair

High Priority Standards

**National Business Education Standards
Information Technology**

II. Hardware

Achievement Standard: Describe current and emerging hardware; configure, install, and upgrade hardware; diagnose problems; and repair hardware.

XVI. Technical Support and Training

Achievement Standard: Develop the technical and interpersonal skills and knowledge to train and support the user community.

Learning Goal	Proficiency Scale
Students will be able to maintain and repair personal computers.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal. Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none">• Evaluating errors within system log files.• Generating user and/or network administrator documentation.• Developing constructive problem solving methods when interacting with computer users.• Mapping potential sequences for addressing potential problem areas.• Determining the process in which a computer chassis should be disassembled in

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order to access internal spaces for cleaning.

Level 2: Student demonstrates he/she is nearing proficiency by:

- Recognizing and recalling specific vocabulary, such as: alternating current, ATA, ATX/BTX, Berg Cable, BIOS, Boot Disk, Chassis/Case, CMOS, cold boot, command prompt, compact disk drive, CPU, desktop, device manager, direct current, directory, driver, ESD, FDisk, file extension, filename, graphical user interface, ground, hard disk drive, heat sink, icon, integrate drive electronics, jump instruction, light emitting diode (LED), Linux, logical drive, motherboard/systemboard, needle nose pliers, network interface card (NIC), operating system, partition, phillips screw, phillips screwdriver, RAM, ratcheting screwdriver, registry, standoff screw, start menu, taskbar, task manager, terminal, universal serial bus, Unix, Unix prompt, video card, volume, warm boot, wire cutters, antistatic wipes, compressed air, cotton swabs, lint-free rags, vacuum, ESD, microfiber, filter, anti-bacterial wipes, utility software.
- Performing processes such as:
 - Outlining current cable infrastructure.
 - Diagraming current network configurations.
 - Producing maintenance logs.
 - Explaining specific security procedures.
 - Explaining the need for network policy documentation.
 - Explaining remote access and phone support concepts.
 - Identifying cleaning chemicals and supplies that are safe for internal computer part usage.
 - Identifying valid online resources with solutions to common PC problems.
 - Explaining the purpose of a rescue or startup disk.
 - Summarizing available diagnostic software.

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	<ul style="list-style-type: none">○ Explaining various troubleshooting approaches to common PC problems.○ Describing the significance of backing up a PC before troubleshooting problems. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p style="text-align: center;">Learning Design</p> <ol style="list-style-type: none">5. Safety Lab.6. PC Tools Recognition Lab.7. Internal/External PC Cleaning Lab.8. PC Troubleshooting Scenarios.	

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Course: Computer Networking
Grade Level: 9-12
LG 8 Applications

High Priority Standards	
<p>National Business Education Standards Information Technology V. Productivity Software Achievement Standard: Identify, evaluate, select, install, use, upgrade, and customize productivity software; diagnose and solve software problems.</p>	
Learning Goal	Proficiency Scale
<p>Students will be able to maintain personal computer applications.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Troubleshooting computer applications and file management systems. • Differentiating between operating system and application errors. • Devising potential solutions to common application errors. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: 32-bit, 64-bit, BIOS, boot disk, BSOD, CMOS, cold boot, command prompt, compatible, control panel, desktop, device manager, directory, driver, executable files, FDisk, file

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extension, filename, graphical user interface, icon, jump instruction, Linus, logical drive, malware, menu, multitasking, multithreading, operating system, partition, registry, start menu, system file, system requirements, taskbar, task manager, terminal, Trojan Horse, Unix, Unix prompt, virus, volume, warm boot, worm.

- Performing processes such as:
 - Describing general steps when troubleshooting an under-performing application.
 - Describing how the task manager can be used to address application concerns.
 - Identifying parts of an application and locations within the application for troubleshooting specific errors.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Learning Targets

Students know how to:

- Install common applications.
- Uninstall common applications.
- Use the internet as a solutions tool.

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Course: Computer Networking
Grade Level: 9-12
LG 9 Electricity

High Priority Standards	
National Business Education Standards Information Technology II. Hardware Achievement Standard: Describe current and emerging hardware; configure, install, and upgrade hardware; diagnose problems; and repair hardware.	
Learning Goal	Proficiency Scale
Students will be able to work with electrical devices.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal. Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none">• Generating electrical measures of internal PC components using a multimeter.• Diagnosing internal computer component problems as a result of electrical measurements.• Understanding the electrical needs of each internal computer component. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: AC, amp, capacitor, conductor, DC, desktop, diode, EMI, Energy Star compliant, ESD, ESD

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	<p>bracelet, form factor, ground, hot, insulator, line conditioner, multimeter, neutral, ohm, power supply, resistor, semiconductors, tower, transformer, transistor, UPS, volt, watt</p> <ul style="list-style-type: none">• Performing processes such as:<ul style="list-style-type: none">○ Describing how electricity behaves and is used.○ Summarizing types of computer cases and motherboard form factors.○ Describing the functionality of a multimeter.○ Identifying basic electrical units of measurement. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
Learning Design	
2. Power Supply Lab.	

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Course: Computer Networking
Grade Level: 9-12
LG 10 Networks

High Priority Standards	
<p>National Business Education Standards Information Technology II. Hardware Achievement Standard: Describe current and emerging hardware; configure, install, and upgrade hardware; diagnose problems; and repair hardware. XVI. Technical Support and Training Achievement Standard: Develop the technical and interpersonal skills and knowledge to train and support the user community.</p>	
Learning Goal	Proficiency Scale
<p>Students will be able to maintain computer networks.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Developing a local area networking using PCs and network hardware. • Diagnosing network connectivity problems. • Differentiating between network topologies. • Qualifying networks as secure or insecure. • Applying network encryption and access passwords. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p>

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- Recognizing and recalling specific vocabulary, such as: access point, backbone network, bluetooth, bridge, client, coaxial, crossover cable, encryption, ethernet, host, hub, IEEE LAN, MAC, network interface card, NOS, P2PDNS, patch cable, protocol, RJ-11, RJ-45, router, server, STP, switch, topology, UTP, WAN, WEP, WLAN
- Performing processes such as:
 - Identifying network topologies with a student-produced network.
 - Understanding key components of network operating systems.
 - Describing network hardware.
 - Summarizing typical network environments and requirements.
 - Describing the importance of network security.
 - Mapping a basic local area networking by creating a diagram.
 - Describing the path data travels from one computer to the other over Internet infrastructure.
 - Describing networking topologies.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Learning Design

1. Networking Windows Computers Lab
2. Networking Linux Computers Lab

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Course: Game Design and Programming

Grade Level: 9-12

LG 1 Underlying Concepts

High Priority Standards	
<p>NBEA Standards Information Technology III. Operating Systems and Utilities Achievement Standard: Identify, evaluate, select, install, use, upgrade, customize, and diagnose and solve problems with various types of operating systems and utilities. XI. Programming and Application Development Achievement Standard: Design, develop, test, and implement programs.</p>	
Learning Goal	Proficiency Scale
<p>Students will understand the underlying concepts behind C# programming.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Examining the role of machine and assembly languages in computer programming. • Evaluating the pros and cons of virtual machine environment in programming. • Explaining how the .NET Framework enables programming to be consistent and sturdy. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: high-level

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	<p>programming, low-level programming, .NET, framework, platform, VM (virtual machine), C#, machine language, assembly language, portability, port, IDE, reduction, JIT(Just in Time).</p> <ul style="list-style-type: none">• Performing processes such as:<ul style="list-style-type: none">○ Summarizing what languages Microsoft officially supports.○ Describing the development of programming languages and applications.○ Describing the development of the C# programming language as a continuation of C and C++.○ Identifying the relationship between JIT compilation and VM execution. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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Course: Game Design and Programming

Grade Level: 9-12

LG 2 C# Coding

High Priority Standards	
<p>NBEA Standards Information Technology VI. Interactive Media Achievement Standard: Use multimedia software to create media rich projects. X. Systems Analysis and Design Achievement Standard: Analyze and design information systems using appropriate development tools.</p>	
Learning Goal	Proficiency Scale
<p>Students will be able to edit, compile, and execute C# code.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Constructing C# classes given specific requirements. • Writing custom statements and variables. • Differentiating between basic typecasts. • Differentiating between objects and variables. • Producing a functioning Java application given a sample from the text. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: Assignment Operator, Graphical User Interface, Import statement, Integrated, Development Environment, Interpreter, Virtual Machine, Just-in-time

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	<p>compilation, Parameter, Source Code, Statement, Variable, Constant.</p> <ul style="list-style-type: none">• Performing processes such as:<ul style="list-style-type: none">○ Constructing a C# class given a sample from the text.○ Summarizing the function of a given line of code.○ Describing parts of a C# application. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p style="text-align: center;">Learning Targets</p> <p>Students know how to:</p> <ul style="list-style-type: none">• Use the Mono Develop and Visual C# IDE's for C# Developers.	

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Course: Game Design and Programming

Grade Level: 9-12

LG 3 Correcting Errors

High Priority Standards	
<p>NBEA Standards Information Technology XI. Programming and Application Development Achievement Standard: Design, develop, test, and implement programs. X. Systems Analysis and Design Achievement Standard: Analyze and design information systems using appropriate development tools.</p>	
Learning Goal	Proficiency Scale
<p>Students will be able to identify and correct C# language, syntax, semantic and logics errors.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none">• Constructing and correcting a large program given sample code from text.• Constructing and correcting shapes using book-defined methods.• Generating custom graphics using methods provided.• Diagnosing and debugging an application with given errors.• Explaining the meaning of syntax and semantic errors. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: Arithmetic

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	<p>expression, Comments, Exception, Keywords, Literal, Logic error, Method signature, Package, Pseudocode, Reserved words, Run-time error, Semantics, Syntax, Syntax errors, Variable declaration statement.</p> <ul style="list-style-type: none">• Performing processes such as:<ul style="list-style-type: none">• Identifying variables and types of data limitations.• Summarizing the process of importing an external library.• Differentiating between different error types.• Identifying errors and label them with their type of error. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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Course: Game Design and Programming

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LG 4 Looping Logic

High Priority Standards	
<p>NBEA Standards Information Technology XI. Programming and Application Development Achievement Standard: Design, develop, test, and implement programs. X. Systems Analysis and Design Achievement Standard: Analyze and design information systems using appropriate development tools.</p>	
Learning Goal	Proficiency Scale
<p>Students will be able to construct C# control statements using looping logic.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Detecting and correct common errors involving loops. • Explaining and justifying the use of one type of control statement over another. • Differentiating between various types of control statements. • Devising a custom application using control statements. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: control statement, counter, count-controlled loop, flowchart, infinite loop,

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	<p>iteration, off-by-one error, overloading, random number generator, sentinel, task-controlled loop.</p> <ul style="list-style-type: none">• Performing processes such as:<ul style="list-style-type: none">○ Constructing increment and decrement operators in control statements.○ Identifying standard math methods.○ Restating if and if-else statements to make choices.○ Constructing appropriate conditions for control statements using relational operators. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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Course: Game Design and Programming

Grade Level: 9-12

LG 5 Custom C# Classes

High Priority Standards	
<p>NBEA Standards Information Technology XI. Programming and Application Development Achievement Standard: Design, develop, test, and implement programs. X. Systems Analysis and Design Achievement Standard: Analyze and design information systems using appropriate development tools.</p>	
Learning Goal	Proficiency Scale
<p>Students will be able to construct custom C# Classes.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Applying custom C# classes to student-generated game concepts. • Generating a book provided application to make a custom application. • Devising custom mutator, helper, and accessor methods in order to develop an application that meets program requirements. • Constructing a program in terms of a view class and a model class. • Explaining instance variables, local variables, and parameters appropriately. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p>

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	<ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: accessor, actual parameter, behavior, constructor, encapsulation, formal parameter, helper method, identity, instantiation, lifetime, mutator, scope, state, visibility modifier.• Performing processes such as:<ul style="list-style-type: none">○ Depicting a simple class from user requirements.○ Using visibility modifiers.○ Differentiating between various types of methods.○ Outlining a complex task in terms of helper methods. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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Course: Game Design and Programming

Grade Level: 9-12

LG 6 Advanced API's

High Priority Standards	
<p>NBEA Standards Information Technology XI. Programming and Application Development Achievement Standard: Design, develop, test, and implement programs. X. Systems Analysis and Design Achievement Standard: Analyze and design information systems using appropriate development tools.</p>	
Learning Goal	Proficiency Scale
<p>Students will be able to improve the C# user interface using advanced APIs and frameworks.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Implementing a framework for use in a custom generated game concept. • Editing provided C# game framework to meet scenario expectations. • Explaining various Direct3D API features. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: Event handler, framework, DirectX, IDE, library, constructor, entry point, timer,

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	<p>namespaces, back buffer, multitasking, buffer swapping, vertexes, translucency, blending, sprite, render, range.</p> <ul style="list-style-type: none">• Performing processes such as:<ul style="list-style-type: none">○ Describing a Direct3D device.○ Describing how a framework functions.○ Understanding how to draw shapes.○ Writing a sample class using Direct3D code.○ Describing the process of loading and drawing text.○ Identifying how to get input from keyboards and mice. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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Course: Game Design and Programming

Grade Level: 9-12

LG 7 C# Arrays

High Priority Standards	
<p>NBEA Standards Information Technology</p> <p>VIII. Information Retrieval and Synthesis Achievement Standard: Gather, evaluate, use, cite, and disseminate information from technology sources.</p> <p>XI. Programming and Application Development Achievement Standard: Design, develop, test, and implement programs.</p> <p>X. Systems Analysis and Design Achievement Standard: Analyze and design information systems using appropriate development tools.</p>	
Learning Goal	Proficiency Scale
<p>Students will be able to create C# arrays.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Implementing a framework for use in a custom generated game concept. • Editing provided C# game framework to meet scenario expectations. • Creating, accessing, sorting, and editing the data in C# arrays. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: array, element, enhanced for loop, index, initializer list, logical size, parallel arrays,

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	<p>physical size, procedural decomposition, range-bound error, structure chart, subscript.</p> <ul style="list-style-type: none">• Performing processes such as:<ul style="list-style-type: none">○ Diagramming the functionality of a program using Pseudocode.○ Writing programs that handle collections of similar items.○ Writing array variables and instantiate array objects.○ Writing methods to manipulate arrays.○ Producing parallel arrays and two-dimensional arrays. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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LG 8 Custom Games

High Priority Standards	
<p>NBEA Standards Information Technology</p> <p>VIII. Information Retrieval and Synthesis Achievement Standard: Gather, evaluate, use, cite, and disseminate information from technology sources.</p> <p>XI. Programming and Application Development Achievement Standard: Design, develop, test, and implement programs.</p> <p>X. Systems Analysis and Design Achievement Standard: Analyze and design information systems using appropriate development tools.</p>	
Learning Goal	Proficiency Scale
<p>Students will be able to create a custom game.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Differentiating between various game engine interface views. • Generating custom terrains and scene backgrounds. • Differentiating between appropriateness of various game assets. • Diagnosing and debugging a class with given errors. • Generating custom animations using Animation APIs. • Differentiating between triggers and environment interactions. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p>

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	<ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: View, Engine, Editor, Terrain, Controller Scripts, Animation, Trigger, Environment Interaction, Adversary, API, AI, GUI, Particle System, Debugging, Build, Render, Compile.• Performing processes such as:<ul style="list-style-type: none">○ Identifying game interface views.○ Describing the purpose of terrains and game backgrounds.○ Identifying game engine API assets.○ Creating a basic game animation.○ Describing how to implement a trigger for an environment interaction. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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Course: Game Design and Programming

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LG 9 Designing Assets

High Priority Standards	
<p>NBEA Standards Information Technology</p> <p>XI. Programming and Application Development Achievement Standard: Design, develop, test, and implement programs.</p> <p>X. Systems Analysis and Design Achievement Standard: Analyze and design information systems using appropriate development tools.</p>	
Learning Goal	Proficiency Scale
<p>Students will be able to design custom game assets.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Differentiating between terrain settings and apply a terrain texture to a landscape. • Generating a custom terrain using textures. • Diagnosing and debugging game engine build errors. • Creating effective uses of lighting and shadows in a game scene. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: Widget, Resolution, Render, Heightmap, Opacity, Texture, Splat map, Asset, Alpha Channel, Variation, Density, Prototype, Mesh, Factor, Pixel,

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	<p>Sampling, Lightmap, Skybox.</p> <ul style="list-style-type: none">• Performing processes such as:<ul style="list-style-type: none">○ Identifying various terrain settings and textures.○ Applying a provided terrain texture to a landscape.○ Identifying scene lighting and shadows. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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LG 10 Designing Animations

High Priority Standards	
<p>NBEA Standards Information Technology XI. Programming and Application Development Achievement Standard: Design, develop, test, and implement programs. X. Systems Analysis and Design Achievement Standard: Analyze and design information systems using appropriate development tools.</p>	
Learning Goal	Proficiency Scale
<p>Students will be able to design animations.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Diagnosing widget animation layer order problems. • Creating the animations stage manager and differentiating between animation manager functions. • Troubleshooting animation widget attachment problems. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: Animation, Widget, Crossfade, Keys, Clip, Prefab, Game object, Script. • Performing processes such as:

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- Identifying animation API features.
- Describing animation layers.
- Describing how to set up game character movement and player input.
- Describing animation layering.
- Creating a new animation clip.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

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LG 11 Designing Graphics

High Priority Standards	
<p>NBEA Standards Information Technology</p> <p>XI. Programming and Application Development Achievement Standard: Design, develop, test, and implement programs.</p> <p>X. Systems Analysis and Design Achievement Standard: Analyze and design information systems using appropriate development tools.</p>	
Learning Goal	Proficiency Scale
<p>Students will be able to design digital game graphics.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Drawing a graphic using illustration tools. • Reconstructing graphics due to lack of contrast. • Revising graphic objects for graphic composition. • Reorganizing an object's layering. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: Anchor Point, Baseline, Dialog Box, Gradient, Kerning, Layer, Mask, Offset Path, Pathfinder, Scratch Area, Shear, Tool, Tracking, Vector Graphic. • Performing processes such as:

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	<ul style="list-style-type: none">○ Identifying uses of each illustration tool.○ Identifying differences between various tool uses and effects.○ Identifying a graphic's symbolism.○ Identifying contrast and how it impacts a viewer's ability to identify a graphic's components.○ Selecting graphics for use in student produced webpages. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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Course: Game Design and Programming

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LG 12 Game Triggers

High Priority Standards	
<p>NBEA Standards Information Technology</p> <p>XI. Programming and Application Development Achievement Standard: Design, develop, test, and implement programs.</p> <p>X. Systems Analysis and Design Achievement Standard: Analyze and design information systems using appropriate development tools.</p>	
Learning Goal	Proficiency Scale
<p>Students will be able to program game triggers</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Analyzing appropriate times for assigning a trigger object. • Comparing appropriate times for collisions amongst objects. • Creating triggers and collisions. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: Trigger, AI, Collision, GameObject, Trigger Volume, Prefab, Gizmo, Inventory, Function, Boundary, Checkpoint. • Performing processes such as: <ul style="list-style-type: none"> ○ Describing a trigger and a collision. ○ Defining a game object Gizmo.

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- Describing a purpose for an inventory manager.
- Differentiating between trigger and a collision.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

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Course: Game Design and Programming

Grade Level: 9-12

LG 13 Audio and Music

High Priority Standards

NBEA Standards

Information Technology

XI. Programming and Application Development

Achievement Standard: Design, develop, test, and implement programs.

X. Systems Analysis and Design

Achievement Standard: Analyze and design information systems using appropriate development tools.

Learning Goal	Proficiency Scale
<p>Students will be able to edit audio and music for games.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Differentiating between target moods based upon audio selection. • Splicing multiple audio clips to create a new clip. • Generating custom sound effects using various sound editors. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: Clip, Format, Decompress, Load, Mono, Compression, Ambience. • Performing processes such as: <ul style="list-style-type: none"> ○ Identifying mood based upon music ambience. ○ Editing a simple audio clip.

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- Identifying reasons for controlling sounds through scripts.
- Identifying the purpose of sound effects.
- Adding background music.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

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Course: APPS Online

Grade Level: 9-12

LG 1 Word Processing

High Priority Standards

National Standards for Business Education:
Communication

I. Foundations of Communication

Achievement Standard: Communicate in a clear, complete, concise, correct, and courteous manner on personal and professional levels.

II. Societal Communication

Achievement Standard: Apply basic social communication skills in personal and professional situations.

IV. Technological Communication

Achievement Standard: Use technology to enhance the effectiveness of communication.

Learning Goal	Proficiency Scale
Students will understand how to communicate with word processing software.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal. Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none">• Creating and formatting documents that include elements such as tables, charts, images, headers/footers, hyperlinks, letterheads, special spacing and margins, citations and references.• Creating and formatting MLA formatted research documents.• Detecting and correcting proofreading and formatting errors.• Developing and formatting envelopes and labels.

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Level 2: Student demonstrates he/she is nearing proficiency by:

- Recognizing and recalling specific vocabulary, such as: wordwrap, character and paragraph formatting, font, font size, style, research paper, Modern Language Association of America, parenthetical reference, works cited, line and paragraph spacing, header/footer, first-line indent, hard page break, hanging indent, border, tab stop, and nonbreaking space.
- Performing processes such as:
 - Identifying the parts of a business document.
 - Creating a basic document without added elements.
 - Formatting documents from templates.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Learning Targets

Students know how to:

- Create a resume.
- Write a MLA style report with works cited page.
- Compose a business letter with letterhead.
- Format mailings, tables, and flyers.

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Business Department

Course: APPS Online

Grade Level: 9-12

LG 2 Spreadsheets

High Priority Standards

National Standards for Business Education:

Communication

Foundations of Communication

Achievement Standard: Communicate in a clear, complete, concise, correct, and courteous manner on personal and professional levels.

II. Societal Communication

Achievement Standard: Apply basic social communication skills in personal and professional situations.

IV. Technological Communication

Achievement Standard: Use technology to enhance the effectiveness of communication.

Informational Technology

V. Productivity Software

Achievement Standard: Identify, evaluate, select, install, use, upgrade, and customize productivity software; diagnose and solve software problems.

Learning Goal	Proficiency Scale
<p>Students will understand how to communicate with spreadsheet software.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Developing, designing and editing spreadsheets, tables, charts and graphs. • Applying formulas and function where applicable.

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- Applying formatting features to cells, columns and row content.
- Interpreting and organizing spreadsheet data.
- Applying absolute and relative cell references where applicable.
- Generating, protecting and freezing features in a worksheet.
- Interpreting spreadsheet data using “what if” scenarios.
- Modifying and manipulating multiple worksheets in a workbook.

Level 2: Student demonstrates he/she is nearing proficiency by:

- Recognizing and recalling specific vocabulary, such as: embedded chart, formula, function, if-statement, auto calculate, order of operations, range finder, absolute and relative addressing, worksheet and workbook.
- Performing processes such as:
 - Identifying components of a spreadsheet.
 - Distinguishing between different formulas and functions.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Learning Targets

Students know how to:

- Create multiple types of spreadsheets with and without graphics.

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Course: APPS Online

Grade Level: 9-12

LG 3 Databases

High Priority Standards

National Standards for Business Education:

Communication

Foundations of Communication

Achievement Standard: Communicate in a clear, complete, concise, correct, and courteous manner on personal and professional levels.

II. Societal Communication

Achievement Standard: Apply basic social communication skills in personal and professional situations.

IV. Technological Communication

Achievement Standard: Use technology to enhance the effectiveness of communication.

Information Technology

V. Productivity Software

Achievement Standard: Identify, evaluate, select, install, use, upgrade, and customize productivity software; diagnose and solve software problems.

Learning Goal	Proficiency Scale
<p>Students will understand how to communicate with a database.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Developing and manipulating a database. • Generating operations using various database features and reports.

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- Differentiating between field types and their place in the database.
- Sorting databases using queries.
- Generating and using forms in a database.

Level 2: Student demonstrates he/she is nearing proficiency by:

- Recognizing and recalling specific vocabulary, such as: field, records, queries, reports, forms, unique identifier.
- Performing processes such as:
 - Identifying parts of a database.
 - Translating query results.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Learning Targets

Students know how to:

- Create a database, and produce multiple types of forms and reports.

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Course: APPS Online

Grade Level: 9-12

LG 4 Presentations

High Priority Standards

National Standards for Business Education:

Communication

Foundations of Communication

Achievement Standard: Communicate in a clear, complete, concise, correct, and courteous manner on personal and professional levels.

II. Societal Communication

Achievement Standard: Apply basic social communication skills in personal and professional situations.

IV. Technological Communication

Achievement Standard: Use technology to enhance the effectiveness of communication.

Information Technology

V. Productivity Software

Achievement Standard: Identify, evaluate, select, install, use, upgrade, and customize productivity software; diagnose and solve software problems.

Learning Goal	Proficiency Scale
Students will understand how to communicate with a digital presentation.	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p>

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- Developing, formatting and editing presentations.
- Applying design and layout principles to a presentation, such as visual appeal, appropriate graphics, transitions, embedded media, charts/tables, hotspots, and hyperlinks.
- Presenting the product with an effective oral component.

Level 2: Student demonstrates he/she is nearing proficiency by:

- Recognizing and recalling specific vocabulary, such as: slide show, design, layout, paragraph and character formatting, animation, transition, embedded media, and visual elements of style.
- Performing processes such as:
 - Identifying main elements of a slide show presentation.
 - Inserting slide effects and transitions.
 - Presenting the final product.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Learning Targets

Students know how to:

- Create and present PowerPoint presentations with multiple formats and effects.

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Course: APPS Online
Grade Level: 9-12
LG 5 Online Presence

High Priority Standards

National Standards for Business Education:

Information Technology

V. Productivity Software

Achievement Standard: Identify, evaluate, select, install, use, upgrade, and customize productivity software; diagnose and solve software problems.

XIII. Information Technology Planning and Acquisition

Achievement Standard: Plan the selection and acquisition of information technologies.

Learning Goal	Proficiency Scale
Students will understand how to communicate in an online environment.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal. Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none">• Differentiating between appropriate and inappropriate online etiquette.• Assessing browser and online productivity tools for efficacy of purpose.• Choosing the best environment for communications, such as email, web page,

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	<p>twitter, or blogs.</p> <ul style="list-style-type: none">• Acknowledging original creators when sharing materials and information.• Applying advanced browsing techniques to access and evaluate needed information. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: internet, copyright, blogs, podcasts, wikis, browsers, Boolean search, authority, bias, view-point, world-wide-web.• Performing processes such as:<ul style="list-style-type: none">○ Identifying principle usages of online communication and internet uses.○ Using standard browsing techniques to access needed information.○ Identifying quality sources of information. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p style="text-align: center;">Learning Targets</p> <p>Students know how to:</p> <ul style="list-style-type: none">• Access internet sites effectively.• Assess internet resources for quality.• Apply copyright principles to online activity.	

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Course: Desktop Publishing
Grade Level: 9-12
LG 1 Design and Production

High Priority Standards

NBEA Standards

Communication

IV. Technological Communication

Achievement Standard: Use technology to enhance the effectiveness of communication.

Information Technology

V. Productivity Software

Achievement Standard: Identify, evaluate, select, install, use, upgrade, and customize productivity software; diagnose and solve software problems.

VI. Interactive Media

Achievement Standard: Use multimedia software to create media rich projects.

Learning Goal	Proficiency Scale
<p>Students will be able to design and publish a document.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> ● Interpreting copyright laws and their implication on graphic design. ● Utilizing different software and file management tools in relation to graphic design. ● Analyzing the steps in the design process. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p>

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- Recognizing and recalling specific vocabulary, such as: Desktop Publishing/Graphic Design, copyright, file extension, publication, principles of design.
- Performing processes such as:
 - Identifying whether an image or article complies with copyright law.
 - Identifying the basic tools of desktop graphic design.
 - Identifying the steps of good design process.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

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Course: Desktop Publishing

Grade Level: 9-12

LG 2 Layouts

High Priority Standards

NBEA Standards

Communication

IV. Technological Communication

Achievement Standard: Use technology to enhance the effectiveness of communication.

Information Technology

V. Productivity Software

Achievement Standard: Identify, evaluate, select, install, use, upgrade, and customize productivity software; diagnose and solve software problems.

VI. Interactive Media

Achievement Standard: Use multimedia software to create media rich projects.

Learning Goal	Proficiency Scale
Students will be able to produce professional layouts.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal. Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none">• Applying layering techniques in publications.• Applying design principles to page layouts.• Preparing successful publications for print.• Preparing page layouts with various design options.• Designing publications with various templates.

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	<p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none">● Recognizing and recalling specific vocabulary, such as: contrast, repetition, alignment, proximity, white space, font, layer.● Performing processes such as:<ul style="list-style-type: none">○ Identifying the correct template for each type of publication. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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Course: Desktop Publishing

Grade Level: 9-12

LG 3 Graphics

High Priority Standards	
<p>NBEA Standards Communication IV. Technological Communication Achievement Standard: Use technology to enhance the effectiveness of communication. Information Technology V. Productivity Software Achievement Standard: Identify, evaluate, select, install, use, upgrade, and customize productivity software; diagnose and solve software problems. VI. Interactive Media Achievement Standard: Use multimedia software to create media rich projects.</p>	
Learning Goal	Proficiency Scale
<p>Students will be able to create underlying elements that are comprised of effective illustrations and typography.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> ● Applying proofreading and editing techniques to graphic arts/desktop publishing files. ● Applying effective color schemes using palettes and libraries. ● Communicating ideas through specific subject matter and/or themes. ● Manipulating typography features and formats to communicate a theme or

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	<p>message.</p> <ul style="list-style-type: none">● Organizing the elements of graphic illustrations and typography to work in harmony. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none">● Recognizing and recalling specific vocabulary, such as: principles of design, thumbnail, contrast, repetition, alignment, proximity, raster, vector, white space, font, resolution, layer, color theory, marketing, target market.● Performing processes such as:<ul style="list-style-type: none">○ Identifying text features and formats.○ Identifying color schemes, graphic illustrations and intended themes. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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Course: Desktop Publishing
Grade Level: 9-12
LG 4 Photography

High Priority Standards

NBEA Standards

Communication

IV. Technological Communication

Achievement Standard: Use technology to enhance the effectiveness of communication.

Information Technology

V. Productivity Software

Achievement Standard: Identify, evaluate, select, install, use, upgrade, and customize productivity software; diagnose and solve software problems.

VI. Interactive Media

Achievement Standard: Use multimedia software to create media rich projects.

Learning Goal	Proficiency Scale
Students will be able to manipulate the underlying design elements that comprise effective photographic images.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal. Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none">• Manipulating photographic images with techniques such as mask, resize, crop, scale, rotate, group, and ungroup.• Composing and placing text on photographic images such as headings, captions, and body text.• Importing files and images from various sources.• Applying layering techniques to manipulate or enhance images.

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	<p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: mask, resize, crop, scale, rotate, group, ungroup, headings, captions, body text, contrast, file extensions, layer, raster, resolution, vector.• Performing processes such as:<ul style="list-style-type: none">○ Identifying layering techniques when using images.○ Identifying various file formats.○ Demonstrating the use of peripheral devices, such as a digital camera and scanner, to capture images. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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Course: Desktop Publishing II

Grade Level: 9-12

LG 1

High Priority Standards	
<p>NBEA Standards Communication IV. Technological Communication Achievement Standard: Use technology to enhance the effectiveness of communication. Information Technology Achievement Standard: Communicate in a clear, complete, concise, correct, and courteous manner on personal and professional levels.</p>	
Learning Goal	Proficiency Scale
<p>Students will be able to create professional layouts with advanced software.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Modifying the software workspace to fit the need of the user • Applying formatting attributes to text and paragraphs. • Applying process and spot colors to a publication. • Critiquing publications for effective design and layouts • Differentiating between layout types and its intended purpose. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing or recalling specific vocabulary, such as: workspace,

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pasteboard, palettes, spread, leading, kerning, tracking, baseline shift, horizontal scale, vertical scale, skew, drop cap, paragraph formatting, master pages, guides, threading text, word wrap, spot color, process tints, gradients, swatches, transparency, blending mode.

- Performing processes such as:
 - Identifying and illustrating uses of each tool.
 - Identifying available templates.
 - Describing layout types and their intended purposes.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Learning Design

InDesign Projects

7. Most wanted poster
8. Candy bar wrapper
9. Newspaper creation
10. Yearbook
11. Community service project

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Course: Desktop Publishing II

Grade Level: 9-12

LG 2 Custom Graphics

High Priority Standards	
NBEA Standards Communication IV. Technological Communication Achievement Standard: Use technology to enhance the effectiveness of communication. Information Technology Achievement Standard: Communicate in a clear, complete, concise, correct, and courteous manner on personal and professional levels.	
Learning Goal	Proficiency Scale
Students will be able to use advanced software to create custom graphics	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal. Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none">• Applying advanced tools and effects.• Modifying graphics components for visibility purposes.• Manipulating graphics with techniques such as mask, resize, crop, scale, rotate, group, and ungroup.• Composing and placing text on photographic images such as headings, captions, and body text.• Importing files and images from various sources.• Applying layering techniques to manipulate or enhance graphics.

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	<p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: anchor point, baseline, dialog box, gradient, kerning, layer, mask, tool, tracking, vector graphic.• Performing processes such as:<ul style="list-style-type: none">○ Identifying and using each illustration tool.○ Modifying graphic objects for composition purposes. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p style="text-align: center;">Learning Design</p> <ol style="list-style-type: none">1. Adobe Illustrator Unit 1: Getting Started with Illustrator (tools and functions)2. Adobe Illustrator Unit 2: Creating Text and Gradients (name design)3. Adobe Illustrator Unit 3: Drawing and Composing an Illustration (creating objects with the use of the pen tool)	

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Course: Desktop Publishing II

Grade Level: 9-12

LG 3

High Priority Standards	
NBEA Standards Communication IV. Technological Communication Achievement Standard: Use technology to enhance the effectiveness of communication. Information Technology Achievement Standard: Communicate in a clear, complete, concise, correct, and courteous manner on personal and professional levels.	
Learning Goal	Proficiency Scale
Students will be able to edit and compose digital images with advanced software.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal. Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none">• Generating images with transparent backgrounds.• Applying various selection tools to remove backgrounds from images.• Applying filters to image layers and justifying the purpose and impact such filter would have on an image.• Justifying the reason for cropping an image.• Explaining how a color range can be identified and/or applied to an image.

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Level 2: Student demonstrates he/she is nearing proficiency by:

- Recognizing and recalling specific vocabulary, such as: backgroundlayer, baseline, CMYK, color range, composition, copyright, crop, drop shadow, effect, fastening points, filter, flatten, font, gradient, grayscale, kerning, layer, mask, opacity, panel, RGB, selection, swatch, toolbox, tracking, workspace.
- Performing processes such as:
- Describing copyright laws pertinent to digital media.
- Modeling layer selection techniques.
- Summarizing the functionality of various tools in the toolbox.
- Identifying the process of selecting components within layers.
- Summarizing the functionality of various Photoshop filters and effects.
- Producing text and summarizing various font and text properties.
- Describing how gradients can be applied to shapes and text.
- Summarizing the process of cropping an image.
- Describing the process of making an image transparent.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Learning Targets

Adobe Photoshop projects

1. Famous person selection project
2. Apply filters to objects and text
3. Creating clipping masks using various words and graphics

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Course: Integrated Technology

Grade Level: 9-12

LG 1 Word Processing

High Priority Standards

National Standards for Business Education:

Communication

I. Foundations of Communication

Achievement Standard: Communicate in a clear, complete, concise, correct, and courteous manner on personal and professional levels.

II. Societal Communication

Achievement Standard: Apply basic social communication skills in personal and professional situations.

IV. Technological Communication

Achievement Standard: Use technology to enhance the effectiveness of communication.

Learning Goal	Proficiency Scale
Students will be able to create enhanced word processing documents.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal. Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none">• Inserting digital pictures in a word document.• Producing a research paper with citations and bibliographical list references.• Change bibliographical style.• Create business letter with a letterhead.

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	<p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: sizing handles, shade, signature line, scanner, resizing, page layout, picture effects, drag & drop editing, first line indent marker, shortcut keys, style, superscript, dimension, insert pictures.• Performing processes such as:<ul style="list-style-type: none">○ Identifying hyperlinks○ Applying signature lines.○ Resizing images.○ Implementing drag and drop editing. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p style="text-align: center;">Learning Targets</p> <p>Students know how to:</p> <ul style="list-style-type: none">• Download digital internet images from an internet resource into a document.• Define terms related to word documents.• Be able to organize data in a table.	

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Course: Integrated Technology

Grade Level: 9-12

LG 2 Spreadsheet Calculations

High Priority Standards

National Standards for Business Education:

Communication

Foundations of Communication

Achievement Standard: Communicate in a clear, complete, concise, correct, and courteous manner on personal and professional levels.

IV. Technological Communication

Achievement Standard: Use technology to enhance the effectiveness of communication.

Informational Technology

V. Productivity Software

Achievement Standard: Identify, evaluate, select, install, use, upgrade, and customize productivity software; diagnose and solve software problems.

Learning Goal	Proficiency Scale
Students will be able to perform calculations and analyze information in a spreadsheet.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal. Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none">• Creating formulas with addition, subtraction, division, and multiplication.• Formatting cell column and row contents.• Creating and name cell range in formulas.• Inserting embedded chart.

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	<p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: Active cell, sizing handles, embedded chart, insert mode, insert point, sum function, auto calculate average function, circular reference, value axis, range, decrease decimal button.• Performing processes such as:<ul style="list-style-type: none">○ Applying sum functions.○ Activating cells.○ Applying sizing handles.○ Sorting ranges alphabetically. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p style="text-align: center;">Learning Targets</p> <p>Students know how to:</p> <ul style="list-style-type: none">• Create an embedded clustered cylinder chart.• Apply cell styles to data in the worksheet.• Format cells in a worksheet.	

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Business Department

Course: Integrated Technology

Grade Level: 9-12

LG 3 Presentations

High Priority Standards

National Standards for Business Education:

Communication

Foundations of Communication

Achievement Standard: Communicate in a clear, complete, concise, correct, and courteous manner on personal and professional levels.

IV. Technological Communication

Achievement Standard: Use technology to enhance the effectiveness of communication.

Information Technology

V. Productivity Software

Achievement Standard: Identify, evaluate, select, install, use, upgrade, and customize productivity software; diagnose and solve software problems.

Learning Goal	Proficiency Scale
Students will be able to create digital presentations.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal. Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none">• Creating, formatting, and editing slides.• Applying design and layout principles.• Enhancing presentations with sound, graphics, transitions, and video.

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	<p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none">○ Recognizing and recalling specific vocabulary, such as: Clip art task pane, black slide, slide transition, animation, layout gallery, digital clip organizer, bevel edge, color scheme, contrast• Performing processes such as:<ul style="list-style-type: none">○ Adding media to presentations.○ Inserting hyperlinks.○ Altering layouts. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p style="text-align: center;">Learning Targets</p> <p>Students know how to:</p> <ul style="list-style-type: none">• Duplicate slides• Add animation• Add animations, transitions, & rehearse timings• Add audio to presentations.• Create multi –level bulleted list	

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Business Department

Course: Integrated Technology

Grade Level: 9-12

LG 4 Databases

High Priority Standards

National Standards for Business Education:
Communication

Foundations of Communication

Achievement Standard: Communicate in a clear, complete, concise, correct, and courteous manner on personal and professional levels.

IV. Technological Communication

Achievement Standard: Use technology to enhance the effectiveness of communication.

Information Technology

V. Productivity Software

Achievement Standard: Identify, evaluate, select, install, use, upgrade, and customize productivity software; diagnose and solve software problems.

Learning Goal	Proficiency Scale
<p>Students will be able to create databases.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Generating, formatting, and producing reports. • Designing and using database forms.

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	<ul style="list-style-type: none">• Creating queries to retrieve information.• Creating table relationships for a functional database. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: Records, field, unique identifier, database management system, primary key.• Performing processes such as:<ul style="list-style-type: none">○ Explaining a unique identifier.○ Identifying fields in the database. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p style="text-align: center;">Learning Targets</p> <p>Students know how to:</p> <ul style="list-style-type: none">• Create a database.• Create tables in datasheet and design views• Create and print custom reports.• Create and use a query.• Modify a report in layout view.	

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Business Department

Course: Multimedia Design
Grade Level: 9-12
LG 1 Origins of the Industry

High Priority Standards

National Business Education Standards

Information Technology

I. Impact on Society

Achievement Standard: Assess the impact of information technology in a global society.

TILS: Create

- Individually or collaboratively create media-rich products to be displayed, published, or performed for a variety of audiences.

Learning Goal	Proficiency Scale
Students will be able to understand the evolution and nature of the technology industry.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal. Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none">• Explaining the origin of the PC industry and its impact on today's society.• Understanding the connection between pre-1990 technology and modern technology.• Explaining the significance of key individuals and their impact on the

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	<p>personal computer industry.</p> <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: Altair, Alto, Binary code, CD, Circuit, Computer, Computer kit, CPU, Eniac, Enigma, I/O devices, Intel, microprocessor, MITS, Nerd, Peripheral, Programming language, Punch card, RAM, Silicon, Transistor, Vacuum tube, VCR, VHS, and VisiCalc.• Performing processes such as:<ul style="list-style-type: none">○ Outlining the evolution of the personal computer.○ Describing how modern technology companies arose to their current status as technology leaders. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p style="text-align: center;">Learning Targets</p> <p>Students know how to:</p> <ul style="list-style-type: none">• Identify hardware and software companies.• Describe how the earliest computers functioned.	

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Learning Design

9. History of the Computer by the History Channel (video)
10. Triumph of the Nerds Vol. I
11. Triumph of the Nerds Vol. II
12. Triumph of the Nerds Vol. III

WGSD Curriculum
Business Department

Course: Multimedia Design

Grade Level: 9-12

LG 2 Animations

High Priority Standards

NBEA Standards

Communication

Foundations of Communication

Achievement Standard: Communicate in a clear, complete, concise, correct, and courteous manner on personal and professional levels.

Informational Technology

VI. Interactive Media

Achievement Standard: Use multimedia software to create media rich projects.

Learning Goal

Students will be able to create digital animations.

Proficiency Scale

Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

Level 3: Student demonstrates mastery with the learning goal as evidenced by:

- Generating advanced animations using guide-to-motions layers.
- Sequencing an animation using frames and keyframes.
- Detecting potential animation errors and making alternative decisions.
- Generating a shockwave animation for use in a website.
- Critiquing an animation and identifying new areas where ActionScripts could help enhance the animation.
- Editing a given animation and generating corrected ActionScripts.

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Level 2: Student demonstrates he/she is nearing proficiency by:

- Recognizing and recalling specific vocabulary, such as: actionscript, align, animation, bitmap, blank keyframe, canvas, flash, font, frame, frames per second, function/method, guide-to-motion, layer, motion tween, playback, scene, shockwave, symbol, timeline, workspace.
- Performing processes such as:
 - Identifying key frame and animation errors.
 - Differentiating between various drawing tools.
 - Illustrating scenes of an animation using drawing tools.
 - Illustrating scenes of an animation using pen and paper.
 - Outlining and planning an animation.
 - Conceptualizing a scene by planning frame-by-frame.
 - Summarizing various ActionScript functions.
 - Describing the process of applying ActionScripts to Flash objects.
 - Identify how ActionScripts can help enhance an animation.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Learning Targets

Students know how to:

- Create with Adobe Flash.
- Write scripts.
- Enhance Flash animations.

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Learning Design

1. Motion Tween Animation Project.
2. Guide-to-Motion Animation Project.
3. Animated Webpage Banner Project.
4. Making a Basic Webpage Project.
5. Animation with Sounds Project.

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Business Department

Course: Multimedia Design

Grade Level: 9-12

LG 3 Editing and Composing Digital Images

High Priority Standards

NBEA Standards

Informational Technology

III. Operating Systems and Utilities

Achievement Standard: Identify, evaluate, select, install, use, upgrade, customize, and diagnose and solve problems with various types of operating systems and utilities.

VI. Interactive Media

Achievement Standard: Use multimedia software to create media rich projects.

Learning Goal	Proficiency Scale
Students will be able to create and perfect digital images.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal. Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none">• Applying filters to image layers and justifying the purpose and impact such filter would have on an image.• Applying the process of selecting components within layers.• Justifying the reason for cropping an image.• Generating images with transparent backgrounds.• Connecting images with transparent backgrounds with visual appeal on webpages.• Demonstrating how a color range can be identified and/or applied to an image.

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Level 2: Student demonstrates he/she is nearing proficiency by:

- Recognizing and recalling specific vocabulary, such as: background layer, baseline, blending, CMYK, color range, composition, copyright, crop, drop shadow, effect, fastening points, filter, flatten, font, gradient, grayscale, kern, layer, marquee, mask, menu bar, opacity, panel, picker, RGB, selection, swatch, toolbox, tracking, transparency, vignette, workspace,
- Performing processes such as:
 - Modeling layer selection techniques.
 - Summarizing the functionality of tools in the toolbox, such as healing brush, selection tool, magic lasso.
 - Summarizing the functionality of Photoshop filters and effects, such as sharpen, blur, artistic effects.
 - Producing text and summarizing various font and text properties.
 - Describing how gradients can be applied to shapes.
 - Describing the process of making an image transparent.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Learning Targets

Students know how to:

- Use Adobe Photoshop to edit and compose images.
- Organize media using Adobe Bridge.

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- Use Creative Commons as a source of media.

Learning Design

1. Creative Commons Copyright Tutorial
2. Skills Review: Rafting
3. Skills Review: Zenith Design
4. Project Builder 2: Cooking
5. Skills Review: Allegro Music Store
6. Project Builder 1: Combat Fraud
7. Project Builder 2: Giraffe Promotion
8. Design Project: Coffee Cover

WGSD Curriculum
Business Department

Course: Multimedia Design

Grade Level: 9-12

LG 4 Movie Making and Camera Technique

High Priority Standards	
<p>NBEA Standards Informational Technology VI. Interactive Media Achievement Standard: Use multimedia software to create media rich projects. IV. Technological Communication Achievement Standard: Use technology to enhance the effectiveness of communication.</p>	
Learning Goal	Proficiency Scale
<p>Students will be able to create with a digital movie camera.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Applying film techniques to produce a short video. • Detecting and correcting movie clip composition errors in Adobe Premiere and/or MovieMaker. • Applying various camera angles and explaining the purpose of each. • Applying green screening techniques to a short video. • Organizing scenes within a short film. • Diagnosing the lighting situation while filming and correcting for it. • Judging a short video for clarity of message being communicated.

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- Differentiating between scenes that would benefit from green screening and scenes that would not.
- Applying the process of layering video and audio together to compose a short video clip.

Level 2: Student demonstrates he/she is nearing proficiency by:

- Recognizing and recalling specific vocabulary, such as: camera angle, clip, close up, crossing the line, cutaway, duration, dutch tilt, extreme wide shot, frame, framing, green screening, layer, marker, medium close up, mid shot, monitor, overlay, pan, render, scene, sequence, snapshot, source, standard, timeline, title, transitions, tripod, visual effects, weather shot, wide shot, widescreen, zoom.
- Performing processes such as:
 - Identifying video editing errors and making corrections.
 - Identifying common green screen errors.
 - Identifying adequate lighting during filming.
 - Differentiating between various camera angles.
 - Outlining the scenes of a short movie using a storyboard template.
 - Depicting various camera angles as indicated on a storyboard template.
 - Understanding the process of using a green screen for capturing foreground video.
 - Summarizing the processing of clipping or editing video to remove unwanted parts or rearrange video components.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

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Learning Targets

Students know how to:

- Use Adobe Premiere and Microsoft MovieMaker software.
- Compose with the camera.

Learning Design

1. Teach A Lesson Video Project.
2. Interviewing a Celebrity Video Project.
3. Green Screening Video Project.

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Course: Web Design

Grade Level: 9-12

LG 1 Website

High Priority Standards	
<p>TILS: Create</p> <ul style="list-style-type: none"> • Individually or collaboratively create media-rich products to be displayed, published, or performed for a variety of audiences. <p>NBEA Standards: Information Technology: VI. Interactive Media Achievement Standard: Use multimedia software to create media rich projects. VII. Web Development and Design Achievement Standard: Design, develop, test, implement, update, and evaluate web solutions.</p>	
Learning Goal	Proficiency Scale
<p>Students will understand how a website is constructed.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Composing with Hyper Text Markup language. • Composing HTML attributes. • Developing a list of resources for webpage content. • Rewriting syntax errors and making appropriate corrections. • Assembling a webpage’s layout using tables. • Explaining how HTML tags impact the overall design of a webpage. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p>

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	<ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: angle brackets, background, file extensions, filename, font, hexadecimal, html, hyperlink (i.e., link), internet, opening and closing tag, ordered and unordered list, search engine, syntax, table, tag, web browser, web page.• Performing processes such as:<ul style="list-style-type: none">○ Describing the order in which specific tags must be typed.○ Constructing opening and closing HTML tags.○ Identifying the role of visual contrast in a digital reading environment. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
Learning Design	
12. Personal Webpage project 13. Tables with Animals project 14. Table Design project	

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Course: Web Design
Grade Level: 9-12
LG 2 Style Sheets

High Priority Standards	
<p>NBEA Standards: Information Technology: VI. Interactive Media Achievement Standard: Use multimedia software to create media rich projects. VII. Web Development and Design Achievement Standard: Design, develop, test, implement, update, and evaluate web solutions.</p>	
Learning Goal	Proficiency Scale
<p>Students will understand advanced website composition features.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Combining Cascading Style Sheet styles to create a desired effect. • Developing an overall theme for styles to be used. • Explaining how a design meets the need of a target market. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: align, border, cascading style sheets, css element box, css rule, div tags, float, footer, header, margin, padding, rollover. • Performing processes such as: <ul style="list-style-type: none"> ○ Describing how a cascading style sheet connects to a given webpage. ○ Selecting cascading style sheet styles to apply to each webpage.

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	<ul style="list-style-type: none">○ Distinguishing between HTML content and CSS scripts.○ Identifying CSS syntax errors. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
Learning Design	
1. CSS Project I	

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Course: Web Design
Grade Level: 9-12
LG 3 Graphics Production

High Priority Standards	
<p>NBEA Standards: Information Technology: V. Productivity Software Achievement Standard: Identify, evaluate, select, install, use, upgrade, and customize productivity software; diagnose and solve software problems.</p>	
Learning Goal	Proficiency Scale
<p>Students will be able to create software-based graphic illustrations.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Reconstructing graphics to correct contrast issues. • Revising graphic objects for better composition. • Using layers to manipulate an image. • Creating a digital graphic from scratch. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: anchor point, baseline, dialog box, gradient, kerning, layer, mask, offset path, pathfinder, scratch area, shear, tool, tracking, vector graphic • Performing processes such as: <ul style="list-style-type: none"> ○ Identifying illustration tool functions. ○ Identifying differences between various tool uses and effects. ○ Identifying a graphic's symbolism.

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- Identifying contrast and how it impacts a viewer's ability to identify a graphic's components.
- Selecting graphics for use in student produced webpages.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

Learning Design

4. Adobe Illustrator Unit A: Getting Started with Illustrator
5. Adobe Illustrator Unit B: Creating Text and Gradients
6. Adobe Illustrator Unit C: Drawing and Composing an Illustration
7. Adobe Illustrator Unit D: Transforming and Distorting Objects

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Course: Web Design
Grade Level: 9-12
LG 4 Image Editing

High Priority Standards	
<p>NBEA Standards: Information Technology: V. Productivity Software Achievement Standard: Identify, evaluate, select, install, use, upgrade, and customize productivity software; diagnose and solve software problems.</p>	
Learning Goal	Proficiency Scale
<p>Students will be able to edit digital images.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Reconstructing images components to improve visibility. • Rearranging layer elements for a desired effect. • Combining layer elements to create a new image. • Reconstructing an image using filters and effects. • Constructing an image using the image manipulation tools. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: canvas, crop, dialog box, extract, layer, marquee, panel, stamp, toolbox, transparent. • Performing processes such as: <ul style="list-style-type: none"> ○ Identifying image manipulation tools. ○ Illustrating uses of each image manipulation tool. ○ Understanding contrast and how it impacts a viewer’s ability to

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	<p>identify an image's components.</p> <ul style="list-style-type: none">○ Understanding image layering.○ Identifying image visibility problems due to lack of contrast.○ Selecting images downloaded from the Internet and be able to export them for use in student produced webpages.○ Differentiating between various tool uses and effects. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p style="text-align: center;">Learning Design</p> <ol style="list-style-type: none">1. Transparent Background Tutorial2. Cropping Images Tutorial	

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Course: Web Design
Grade Level: 9-12
LG 5 Advanced Graphics

High Priority Standards

TILS: Create

- Individually or collaboratively create media-rich products to be displayed, published, or performed for a variety of audiences.

NBEA Standards:

Information Technology:

V. Productivity Software

Achievement Standard: Identify, evaluate, select, install, use, upgrade, and customize productivity software; diagnose and solve software problems.

Learning Goal	Proficiency Scale
Students will be able to create software-based advanced effects for a website.	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Developing DIV tags for advanced webpage content layout. • Developing tables for advanced content layout and organization. • Devising site management for easier project file extraction . <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: align, anchor, , ap div , border, cascading style sheets, css element box, css rule, div, div tags, float, font, footer, header, internet, margin, padding, rollover.

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	<ul style="list-style-type: none">• Performing processes such as:<ul style="list-style-type: none">○ Explaining how HTML tags impact the overall design of a webpage.○ Conceptualizing how HTML attributes impact the overall design of a webpage.○ Differentiating between CSS and HTML file views. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p style="text-align: center;">Learning Design</p> <ol style="list-style-type: none">1. Dreamweaver Project 12. Dreamweaver Project 23. Semester Project	

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Course: Advance Goal Web Design

Grade Level: 9-12

LG 6 Understand Web based

High Priority Standards

TILS: Create

- Individually or collaboratively create media-rich products to be displayed, published, or performed for a variety of audiences.

NBEA Standards

Information Technology

VI. Interactive Media

Achievement Standard: Use multimedia software to create media rich projects.

VII. Web Development and Design

Achievement Standard: Design, develop, test, implement, update, and evaluate web solutions.

Learning Goal	Proficiency Scale
Students will understand how the World Wide Web functions.	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Solving browser-related problems. • Preparing advanced searches using Boolean operators. • Categorizing web site search results as valuable and invaluable. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: commercial website, CSS, file extension, file type, filename, flash, graphic/clipart,

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	<p>home page, html, image, internet, javascript, meta tags, multimedia, network, organization website, personal computer, portals, search engine, smart phone, tablet, target market/audience, W3C, web browser, webpage, website, world wide web.</p> <ul style="list-style-type: none">• Performing processes such as:<ul style="list-style-type: none">○ Describing parts of the Internet and the World Wide Web○ Describing how data moves from one computer to another over the Internet○ Summarizing methods for locating information on the Internet.○ Identifying Internet Service Providers.○ Describing the different web page viewing devices available.○ Summarizing the impact of the Internet and the web.○ Describing methods for doing web design research.○ Summarizing the capabilities of various tools for creating Web pages and Web sites.○ Differentiating between a web page and a web site.○ Differentiate between various web browser applications.○ Identifying web designer roles.○ Identifying various file types. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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Course: Advance Goal Web Design

Grade Level: 9-12

LG 7 Data Storage

High Priority Standards	
<p><u>TILS: Create</u></p> <ul style="list-style-type: none"> Individually or collaboratively create media-rich products to be displayed, published, or performed for a variety of audiences. <p><u>NBEA Standards</u> Information Technology</p> <p>VI. Interactive Media Achievement Standard: Use multimedia software to create media rich projects.</p> <p>VII. Web Development and Design Achievement Standard: Design, develop, test, implement, update, and evaluate web solutions.</p>	
Learning Goal	Proficiency Scale
<p>Students will understand how to organize and store data.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> Reviewing differences in file structures amongst various operating systems. Ranking file storage resources in order of ease of access. Diagnosing file organization errors given specific website errors. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> Recognizing and recalling specific vocabulary, such as: Byte, Cloud

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Storage, Compress, Desktop, Directory, File, File Structure, Folder, Gigabyte, Hard Disk Drive, Internet, KiloByte, Mass Storage, MegaByte, Network Storage, Offline, Online, Operating System, Root Directory, Sub directory, Sub folder, Sync, Terabyte, Thumb/USB drive, Tree, Zip file

- Performing processes such as:
 - Understanding how to save a file into a folder.
 - Illustrating a file structure in a diagram.
 - Outlining a website's file and folder structure.
 - Describing various file types.
 - Describing the process of creating a new directory/folder.
 - Understanding offline and online storage resources.
 - Explaining the concept cloud storage.
 - Differentiating between various file types.
 - Reviewing differences in file structures amongst various operating systems.
 - Organizing files and folders for a given website project.
 - Generating folders for a future website project and justifying the need for subfolders.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

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Course: Advanced Web Design

Grade Level: 9-12

LG 8 Intellectual Property

High Priority Standards

NBEA Standards

Information Technology

XV. Ethical and Legal Issues

Achievement Standard: Describe, analyze, develop, and follow policies for managing ethical and legal issues in organizations and in a technology-based society

TILS: Respect

Model legal and ethical behaviors when using information and technology by properly selecting, acquiring, and citing resources for research, information analysis, problem solving, and decision making in the content learning.

Learning Goal	Proficiency Scale
<p>Students will understand the concept of Intellectual Property.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Justifying the need for a creative license. • Differentiating between license conditions. • Categorizing intellectual property using one of six license conditions. • Discriminating between ethical and unethical uses of intellectual property. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: Copyright,

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	<p>Intellectual Property, Fair use doctrine, Derivative work, Creative Commons Licenses, Attribution, Attribution Share Alike, Protection, Mass-produced, Passive Experience, Active Experience, Optical Center, Symmetrical Balance, Asymmetrical Balance</p> <ul style="list-style-type: none">• Performing processes such as:<ul style="list-style-type: none">○ Identifying the need for copyrighting artwork.○ Describing copyright terms and conditions.○ Explaining ethical implications involved in using someone else's Intellectual Property. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p style="text-align: center;">Learning Design</p> <p>1. Creative Licenses Discussion</p>	

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Business Department

Course: Advanced Web Design

Grade Level: 9-12

LG 9 PHP Programming

High Priority Standards	
<p>NBEA Standards Information Technology V. Productivity Software Achievement Standard: Identify, evaluate, select, install, use, upgrade, and customize productivity software; diagnose and solve software problems. VI. Interactive Media Achievement Standard: Use multimedia software to create media rich projects.</p>	
Learning Goal	Proficiency Scale
<p>Students will be able to connect websites and databases.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Justifying the need for forms in webpages. • Devising a SQL database for use with PHP and HTML web pages. • Diagnosing SQL database connection errors. • Illustrating the relationship between client and server using PHP, SQL, and HTML. • Selecting SQL commands for use in accessing a database. • Differentiating between PHP, SQL and HTML syntax. • Combining SQL commands into PHP script tags. • Comparing and contrasting various SQL commands.

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	<p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: angle brackets, array, background, button, calling, client, comments, constant, control structure, echo, element, fields, file extensions, filename, flowchart, font, forms, hexadecimal, host, html, hyperlink (i.e., link), internet, method, mysql, opening and closing tag, operator, operators, ordered and unordered list, parameters, php, query, root directory, search engine, server, string, syntax, table, tag, textbox, url, variable, web browser, web page, web server.• Performing processes such as:<ul style="list-style-type: none">○ Identifying the purpose(s) of the PHP language.○ Justifying the need for forms in webpages.○ Summarizing how PHP, HTML, and SQL interact and relate.○ Explaining various PHP methods/functions.○ Clarifying the need for a web server.○ Identifying the relationship between client and server.○ Illustrating the relationship between client and server using PHP, SQL, and HTML.○ Identifying syntax, logic and semantic errors.○ Identifying differences between HTML, PHP and SQL.○ Comparing and contrasting the roles of client and server.○ Explaining how SQL commands are used to search and edit a database.○ Describing how to connect a PHP webpage to a SQL database.○ Summarizing basic SQL commands and their purpose.○ Identifying errors in SQL command syntax.• Level 1: Student demonstrates a limited understanding or skill with the learning goal.
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WGSD Curriculum
Business Department

Learning Design

1. Your First PHP Script tutorial
2. Website Database Connectivity Project (PHP/SQL)

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Business Department

Course: Digital Art

Grade Level: 9-12

LG 1 Create – Elements and Principles

High Priority Standards	
NCCAS Standards 2014 Artistic Process - Creating Anchor Standard: Initiate making works of art and design by experimenting, imagining and identifying content.	
Learning Goal	Proficiency Scale
Students will be able to demonstrate the elements and principles of art through digital media.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal. Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none">• Applying advanced elements of line, color, texture, shape and the principle of repetition to digital artwork.• Creating art that illustrates design concepts with digital art tools. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: media, pencil, paint, compare, contrast, reflect, digital, tablet, print and software.• Performing processes such as:<ul style="list-style-type: none">○ Applying an element or principle of design in an art work.○ Communicating an idea with an art work. Level 1: Student demonstrates a limited understanding or skill with the learning goal.

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Business Department

Course: Digital Art
Grade Level: 9-12
LG 2 Blender Software

High Priority Standards

NCCAS Standards 2014

Artistic Process - Creating

Anchor Standard: Initiate making works of art and design by experimenting, imagining and identifying content.

NBEA Standards

Information Technology

VI. Interactive Media

Achievement Standard: Use multimedia software to create media rich projects.

Learning Goal	Proficiency Scale
Students will be able to produce 3-dimensional and animated art work.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal. Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none">• Creating art works using digital tools.• Comparing and contrasting traditional and digital art work.• Generating original animations.• Creating 3-dimensional works. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: traditional art,

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	<p>3-dimensional, animation, storyboard, flip book, frame, extrude, surface, lighting, camera, grid, motion, story, illustration, game, Blender Software.</p> <ul style="list-style-type: none">• Performing processes such as:<ul style="list-style-type: none">• Producing artwork that <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p style="text-align: center;">Learning Targets</p> <p>Students know how to:</p> <ul style="list-style-type: none">• Use the Blender software program to produce digital artwork.	

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Course: Digital Art

Grade Level: 9-12

LG 3 Adobe Illustrator

High Priority Standards

NCCAS Standards 2014

Artistic Process - Creating

Anchor Standard: Initiate making works of art and design by experimenting, imagining and identifying content.

NBEA Standards

VI. Interactive Media

Achievement Standard: Use multimedia software to create media rich projects.

Learning Goal	Proficiency Scale
Students will be able to produce custom graphics.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal. Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none">• Modifying graphic objects for compositions.• Generating original graphics.• Identifying contrast and how it impacts a viewer's ability to identify a graphic's components.• Modifying graphics components for visibility purposes.• Manipulating and modifying layered artwork.

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	<p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: anchor point, baseline, dialog box, gradient, kerning, layer, mask, offset path, pathfinder, scratch area, shear, tool, tracking, vector graphic.• Performing processes such as:<ul style="list-style-type: none">• Describing the use of each illustration tool.• Identifying object layering.• Drawing a simple graphic. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p style="text-align: center;">Learning Targets</p> <p>Students know how to:</p> <ul style="list-style-type: none">• Use Adobe Illustrator to create custom graphics.	
<p style="text-align: center;">Learning Design</p> <ul style="list-style-type: none">• Adobe Illustrator Unit 1: Getting Started with Illustrator (tools and functions)• Adobe Illustrator Unit 2: Creating Text and Gradients (license plate and logo creation)• Adobe Illustrator Unit 3: Drawing and Composing an Illustration (fictional characters design and development)• Adobe Illustrator Unit 4: Transforming and Distorting Objects (abstract art)• Adobe Illustrator Unit 5: Working with Layers (interior room design)	

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Business Department

Course: Digital Art

Grade Level: 9-12

LG 4 Adobe Photoshop

High Priority Standards

NCCAS Standards 2014

Artistic Process - Creating

Anchor Standard: Initiate making works of art and design by experimenting, imagining and identifying content.

NBEA Standards

VI. Interactive Media

Achievement Standard: Use multimedia software to create media rich projects.

Learning Goal	Proficiency Scale
Students will be able to edit and compose digital images.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal. Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none">• Perfecting a digital photograph or graphic in terms of contrast and color.• Using the layers feature to blend images or remove background features.• Generating images with transparent backgrounds. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: background layer, baseline, CMYK, color range, composition, copyright, crop, drop shadow, effect, fastening points, filter, flatten, font, gradient, greyscale, kern, layer, marquee, mask, menu bar, opacity, panel, picker, RGB, selections, swatch, toolbox, tracking, transparency, vignette,

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	<p>workspace.</p> <ul style="list-style-type: none">• Performing processes such as:<ul style="list-style-type: none">• Describing copyright laws relevant to digital media.• Modeling layer selection techniques.• Summarizing the functionality of various tools in the toolbox.• Demonstrating the process of selecting components within layers.• Identifying Photoshop filters and effects.• Producing text and identifying various font and text properties.• Applying filters to image layers.• Identifying reasons for cropping an image.• Defining values in relation to color. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p style="text-align: center;">Learning Targets</p> <p>Students know how to:</p> <ul style="list-style-type: none">• Use Adobe Photoshop software to edit digital images.	

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Learning Design

- Celebrity selection project.
- Filter project on numerous objects.
- Bloat/Pucker/Warp filters on people and backgrounds.
- Creating clipping masks using various words and graphics.
- Transforming text using effects, masks, and shapes.

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Business Department

Course: Digital Art
Grades 9-12
LG 8 Responding - criticism

High Priority Standards

NCCAS Standards 2014

Artistic Process – Responding

Anchor Standard: Experience, analyze and interpret art and other aspects of the visual world.

Learning Goal	Proficiency Scale
Students will be able to observe, interpret, and evaluate art.	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none">• Constructing aesthetic arguments to support art critiques.• Evaluating other artists' work using the elements of art and principles of design.• Evaluating personal art works using the elements of art and principles of design. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: aesthetics, art criticism, validity, purpose, quality, response.• Performing processes such as:<ul style="list-style-type: none">○ Commenting on personal art using descriptive terms.○ Commenting on other artists' work using descriptive terms.

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	Level 1: Student demonstrates a limited understanding or skill with the learning goal.
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Course: Digital Art

Grade Level: 9-12

LG 5 Create – Color Theory

High Priority Standards

NCCAS Standards 2014

Artistic Process - Creating

Anchor Standard: Initiate making works of art and design by experimenting, imagining and identifying content.

Learning Goal	Proficiency Scale
Students will understand color theory and the color wheel as an element of digital design	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal. Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none">• Applying color theory to personal experiences and digital art works.• Applying knowledge of software tools and graphics properties to mix, tone, and apply color to images. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: hue, value, intensity, warm, cool, neutral, monochromatic, screen settings, digital color tools.• Performing processes such as:<ul style="list-style-type: none">○ Identifying complementary, split-complementary, double-split complements, and analogous colors.○ Defining colors in relation to value on a digital screen.

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	Level 1: Student demonstrates a limited understanding or skill with the learning goal.
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Course: Digital Art
Grades 9-12
LG 6 Present - Portfolio

High Priority Standards

NCCAS Standards 2014 - DRAWING & PAINTING

Artistic Process – Presenting

Anchor Standard: Select and analyze their artwork and the work of others when deciding what artwork to present.

Learning Goal	Proficiency Scale
Students will be able to select and refine artistic works for presentation.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal. Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none">• Choosing items for a portfolio using the concepts of quality, quantity, selection and discrimination.• Presenting a portfolio that illustrates the student’s sense of style and depth of knowledge.

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	<p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: portfolio, quality, quantity, selection and discrimination.• Performing processes such as:<ul style="list-style-type: none">○ Choosing items for a portfolio.○ Displaying items that show the accomplished work. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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Course: Digital Art

Grade Level: 9-12

LG 7 Create – Reproduction Techniques

<p style="text-align: center;">High Priority Standards</p> <p>NCCAS Standards 2014 Artistic Process - Creating Anchor Standard: Initiate making works of art and design by experimenting, imagining and identifying content.</p>
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Learning Goal	Proficiency Scale
Students will be able to reproduce an image using digital tools	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none">• Translating a drawing or design into a digital image.• Applying scale selections to change dimensions of an image. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: scale, rotate, selection tools, translate, scan, enlarge.• Performing processes such as:<ul style="list-style-type: none">○ Identifying digital tools used to transfer images to a digital environment. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>

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Business Department

Course: Digital Art
Grade Level: 9-12
LG 8 Commercial Design

High Priority Standards

NCCAS Standards 2014 -

Artistic Process - Create

Anchor Standard: Generate and conceptualize artistic ideas and work.

Learning Goal

Students will be able to create a commercial graphic design using digital tools.

Proficiency Scale

Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

Level 3: Student demonstrates mastery with the learning goal as evidenced by:

- Exploring a variety of styles of commercial art.

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	<ul style="list-style-type: none">• Constructing digital art inspired by current commercial art examples. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: commercial design, graphic art, illustration.• Performing processes such as:<ul style="list-style-type: none">○ Identifying styles of graphic and commercial art.○ Identifying methods of creating commercial art. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p style="text-align: center;">Targets</p> <p>Students know how to:</p> <ul style="list-style-type: none">• Create an artwork using materials available to cavemen such as charcoal and stone.• Create an artwork using Cubist techniques.• Create an Impressionist or Abstract painting.• Create a Conceptual or Minimal artwork or performance.	

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Course: Digital Art
Grade Level: 9-12
LG 9 History

High Priority Standards

NCCAS Standards 2014 -

Artistic Process - Create

Anchor Standard: Generate and conceptualize artistic ideas and work.

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Learning Goal	Proficiency Scale
<p style="text-align: center;">Students will be able to individually and collaboratively formulate new creative problems based on historical and contemporary artwork.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Exploring art throughout history using authentic methods and styles. • Constructing digital art inspired by historical and contemporary works. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: charcoal, cubist, impressionist, abstract, conceptual, minimal. • Performing processes such as: <ul style="list-style-type: none"> ○ Identifying historical art methods and styles. ○ Identifying contemporary art methods and styles. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p>Targets</p> <p>Students know how to:</p> <ul style="list-style-type: none"> • Create an artwork using materials available to cavemen such as charcoal and stone. • Create an artwork using Cubist techniques. • Create an Impressionist or Abstract painting. • Create a Conceptual or Minimal artwork or performance. 	

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WGSD Curriculum
Business Department

Course: Technology Lab Assistant

Grade Level: 9-12

LG 1: The curriculum for this course is co-developed with the student, business department, and technology learning center.

Course: Computer Lab Assistant

Grade Level: 9-12

LG 1: The curriculum for this course is co-developed with the student, business department, and technology learning center.